ED 251 587 AA 001 133

Resources in Education (RIE). Volume 20, Number 5.

Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 251 601 CE 039 743

Adult Learning Week Planning Packet.
New York State Education Dept., Albany. Office of Adult Learning Services.

PUB DATE- May 84
NOTE- 20p.; Co-sponsored by the Statewide Advisory Council on Adult Learning Services.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Adult Programs; Advertising; Checklists; Educational Planning; Postsecondary Education; Program Descriptions; *Program Development; *Publicity; *Public Relations; Statewide Planning
IDENTIFIERS- *Adult Learning Week

Each year one week is designated by the Governor of New York as Adult Learning Week because of the growing importance of adult education to society and the economy of New York State. The major purpose of Adult Learning Week is to promote greater public awareness of the availability and variety of learning opportunities for adults. In practical terms, Adult Learning Week provides an opportunity for the many providers of adult education to draw attention to the importance of adult learning and to plan activities that reach and involve the adult segment of the population. This packet contains ideas for planning activities to celebrate Adult Learning Week. It describes actual events that have been sponsored successfully by schools, colleges, universities, private schools, libraries, museums, employers, unions, and many others. Also included in this packet are two planning guides. One guide is intended to help planners decide whom they want to reach and what message they want to deliver during Adult Learning Week. A second guide is intended to help planners select the best events to plan during the week. (KC)

ED 251 615 CE 040 082

Proceedings of the Annual National Agricultural Education Association Meeting (11th, New Orleans, Louisiana, November 30, 1984).

American Vocational Association, Arlington, VA. Agricultural Education Div.

PUB DATE- 30 Nov 84
NOTE- 419p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Classroom Techniques; Computer Oriented Programs; Educational Needs; *Educational Philosophy; Educational Policy; *Educational Research; Educational Trends; Postsecondary Education; Program Descriptions; Program Evaluation; Program Implementation; *Research Methodology; *Research Needs; Secondary Education; Supervised Farm Practice; Teacher Characteristics; Teaching Methods; Vocational Education; Work Experience Programs

This document contains the texts of 27 presentations given at the National Agricultural Education Research Meeting. The papers in the proceedings are grouped under 10 themes with a critique for each group. The themes (with speakers' names in parentheses) are as follows: supervised occupational experiences (Gregory W. Fletcher, David L. Williams, W. Wade Miller, John Slocombe, Fred Reneau, Rose Roider, Jim Legacy, and Tom Stitt, with a critique by John Hillison); agricultural mechanics institution (Joe Harper, J. David McCracken, Jack Rudolph, Roy Dillon, Glen C. Shinn, and David M. Agnew, critique by Gary E. Briers); characteristics of agricultural educators (*George Wardlow, Larry Miller, John Carnes, Donald R. Herring, J. David McCracken, and Lugard Etuk, critique by Alfred J. Mannebach); evaluation of vocational agriculture (Max B. McGhee, Howard Gordon, William Camp, and Larry R. Arrington, critique by Ronald A Brown); trends in agricultural education (James A. Knight, Ronald Rosati, Alan Kahler, and Thomas Curry, critique by Edgar P. Yoder and James H. Mortensen); vocational agriculture programs (Lane Beard, Michael Burnett, Susan Camp, Joe Kotrlik, Robert Martin, Emmanual Nwozuzu, and Amy Gleasson, critique by Ed Osborne); computer applications in instruction (Blannie Bowen, David M. Agnew, Norman Rohrbach, Bob Stewart, Art Berkey, and Dean Sutphin, critique by W. Wade Miller); teaching strategies (Jerry Peters, Joel Simmons, and James Mortensen, critique by R. Kirby Barrick); and issues in agricultural education (Ismail bin Yahya, Gary E. Moore, Dean Sutphin, Regina Smick, and Ron Seibel, critique by Gary W. Leske). Two additional papers on research methodology (Al Mannebach, Paul McKenna, and Geeta Pfau) and community development instruction (Kirby Barrick and Cheryl Caplinger) are also included. (KC)

ED 251 628 CE 040 208

Ely, Vivien K.

Teachers Guide for Entrepreneurship Instruction. Professional Development Series.

American Vocational Association, Inc., Arlington, Va.
PUB DATE- 83
NOTE- 75p.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Business Administration; Business Education; Career Awareness; *Career Exploration; Course Content; Elementary Education; *Entrepreneurship; High Schools; Job Skills; Learning Activities; Lesson Plans; Marketing; Middle Schools; Money Management; Needs Assessment; Postsecondary Education; Resource Materials; Salesmanship; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides; Teaching Methods; Units of Study; Vocational Education

This guide is intended as a resource for teachers of entrepreneurship courses. An introduction presents a case for entrepreneurship education at the elementary school, middle school, advanced secondary, postsecondary, and adult levels and recommends cross-disciplinary vocational education courses for entrepreneurship education. In section I a review is provided of the six steps in instructional planning as they apply to entrepreneurship: assess learner needs, identify learning outcomes, organize instructional content, develop learning objectives, select learning activities, and develop evaluation measures. Section II identifies resource people and materials for teaching entrepreneurship and provides suggested criteria for selecting resource materials. In section III, a 16-unit entrepreneurship teaching plan is suggested. Each unit makes suggestions for the following seven instructional components: target student, learning outcomes, key topics, learning objectives, learning activities, resources, and evaluation. Section IV includes an annotated listing of the resource materials referenced in the plan in section III. The resource materials are categorized into instructional modules, booklets and leaflets, books, and films/filmstrips. Complete listings are also provided of entrepreneurship periodicals and associations or agencies whose services are related to entrepreneurship. (YLB)

ED 251 641 CE 040 228

Gardner, Mary, Ed.; Reed-Mundell, Charlene, Ed.
Ignition! Fueling the Education Explosion: Proceedings of Conference 1 (Cleveland, Ohio, May 5-6, 1983).
Fueling the Education Explosion Conferences, Cleveland, OH.

SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- Aug 83
NOTE- 193p.; Some pages are marginally legible. For related documents, see CE 040 229-230.
AVAILABLE FROM- Fueling the Education Explosion Conferences, 2155 Miramar Blvd., University Heights, OH 44118 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change; Comprehension; Conference Proceedings; *Creativity; Educational Change; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Futures (of Society); Higher Education; *Long Range Planning

These proceedings contain four presentations and other materials from a conference to provide public schools with information about change so they can take a leadership role in educating for the future. The opening address (Richard Berendzen) discusses changes affecting education and changes in education. "Megatrends: Implications for Education Leaders" (Michael H. Annison) addresses the fundamental restructuring of the United States from an industrial society to an information/service economy and other economic and demographic shifts that affect education. "Inventive Reasoning: Processing Knowledge into Understanding and Creativity" (Robert E. Sparks) promotes three aims for education: teaching of facts, techniques, and theories; developing reasoning skills to understand underlying meanings; and developing inventive reasoning skills to generate new possibilities. "The Schools and Planning for the Future: Some Basic Considerations in the Process" (Joseph F. Rogus) identifies a set of "school in society" and "school in school" considerations for futures planning. Other contents include "Education in the Future," a background paper prepared for Ohio's Commission on Educational Excellence; "Planning for Change: University Circle Incorporated," the narrative that accompanied the slide presentation about the role of the University Circle in Cleveland; summaries of action sessions; local action plans; and listings of participants. (YLB)

ED 251 654 CE 040 259

Jones, James R.
The Holographic Brain: Implications for Training Design.
Personal Awareness Inst., Washington, DC.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; Cerebral Dominance; *Cognitive Restructuring; *Cognitive Structures; *Cognitive Style; *Holistic Approach; Holography; Postsecondary Education; Problem Solving; Trainees; Trainers; *Training Methods; Training Objectives

Without special training, most people predominantly process data in one of four ways. Few achieve a coveted whole brain state that integrates such important but separate brain functions as logic and intuition. With new training techniques that exploit the holographic properties of the brain, organizations may be able to tap powerful whole brain processes and help people adjust to the paradoxes that accompany changing cultural and commercial paradigms. These new techniques are based on data drawn from theoretical physics, living systems theory, the work of brain theorists Paul McLean, Roger Sperry, and Ward Halstead, as well as Carl Jung's typology of healthy personalities. Their findings suggest that trainers should chart the processes they intend to use in training and determine which learning styles they engage. As the training outline is devised, trainees should lay out a grid that indicates the styles they are calling upon and determine whether and when participants are asked to operate in their thinking, intuitive, sensing, or feeling mode. By appealing to all styles, a trainer can insure that key messages get across to everyone. Communicating to persons who are operating in various mind styles as well as spotting error signals activated in the training is a professional challenge. Fortunately, no matter how well defined a system is, there are always ways to use the brain's design functions to advantage. Successes with whole brain processes point toward resolving one of the fundamental paradoxes of this culture: the desire to have a high degree of collective purpose while maximizing individuality and diversity. (KC)

ED 251 668 CE 040 279

Allied Health Occupations II (Health Careers--Core Curriculum).

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- Aug 83
NOTE- 31p.; For related documents, see CE 040 275-281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; Behavioral Objectives; Career Choice; Classroom Techniques; Core Curriculum; Course Descriptions; Curriculum; *Dental Assistants; Employment Opportunities; Employment Qualifications; Ethics; First Aid; Job Skills; Legal Responsibility; *Medical Assistants; *Medical Laboratory Assistants; Medical Services; Nontraditional Occupations; Office Occupations Education; *Physical Therapy Aides; Prerequisites; *Radiologic Technologists; Resources; Safety; School Districts; Secondary Education; Sex Fairness; Vocabulary

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with background informational material and practical skills used in various health fields. Addressed in the individual units of the course are the following topics: safety; ethical and legal responsibilities; first aid and cardiopulmonary resuscitation; basic office skills and terminology; sex-free career choice; and employment qualifications and opportunities for medical laboratory assistants, physical therapy aides, dental assistants, radiologic technologist aides, and advanced health assistants. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan. Concluding the guide is a listing of student assignments. (MN)

ED 251 683 CE 040 308

Occupational Competency Profiles for Vocational Home Economics.
Texas Education Agency, Austin.

PUB DATE- 83
NOTE- 91p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Records; Child Development; Child Rearing; Clothing; *Competence; *Competency Based Education; Consumer Education; Family Health; Family Life; Food; Home Furnishings; Homemaking Skills; Home Management; Housekeepers; Nutrition; *Occupational Home Economics; Parenthood Education; Postsecondary Education; *Profiles; Secondary Education; Student Evaluation; *Student Records; Textiles Instruction; Vocational Education

This package consists of occupational competency profiles for evaluation of students in vocational home economics courses in Texas. The package begins with a rating sheet of essential elements for all vocational programs, with space for instructors to rate students on a four-point scale, followed by a competency profile sheet. Competency profiles/rating sheets using the same rating scale are provided for comprehensive homemaking I, II, and III. The package next contains six groups of forms for the following subjects: home furnishings and equipment management, production, and services; child care and guidance management and services; clothing, apparel, and textiles management, production, and services; institutional, home management, and supporting services; home and community services; and food production, management and services. For each of these subjects the following are provided: a competency rating scale for up to 187 competencies, a rating scale for 78 general employability competencies, an occupational competency profile worksheet to record student information, and a certificate of competence. The final section of the package consists of competency rating scales for the following semester courses: family living and parenthood; clothing and textiles; clothing, apparel, and textiles management, production, and services; food production, management and services; institutional, home management, and supporting services; family/individual health; child development, care, and guidance; food and nutrition; home management; housing, home furnishings, and equipment; and consumer education. (KC)

ED 251 697 CE 040 349

Springsteen, Rosalind, Comp.; Epstein, Rosalie, Comp.
Handbook of Labor Statistics. Bulletin 2175.
Bureau of Labor Statistics (DOL), Washington, D.C.

PUB DATE- Dec 83
NOTE- 459p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Career Education; Cost Indexes; Educational Attainment; Employed Parents; *Employment; *Employment Level; *Employment Patterns; *Employment Statistics; Foreign Countries; Fringe Benefits; Labor Market; Marital Status; Occupational Safety and Health; Productivity; *Unemployment; *Wages; Work Experience

This publication makes available in one volume the major series produced by the Bureau of Labor Statistics. Technical notes preceding each major section contain information on data changes and explain the services. Forty-four tables derived from the Current Population Survey (CPS) provide statistics on labor force and employment status, employment, unemployment, family relationships and earnings data, and state and area data. Special labor force data (annual supplementary data from the CPS), arranged in 22 tables, show work experience, multiple job holders, marital and family characteristics, work schedules and absences from work, and school enrollment and educational attainment. Twenty-seven tables derived from data from the monthly survey of business establishments (employees on nonagricultural payrolls) illustrate labor turnover and employment, hours, and earnings by industry and state. Other statistics provided are occupational employment statistics; productivity data; compensation studies showing occupational pay, general wage and benefit changes, and employment cost index; prices and living conditions illustrating consumer, producer, and import and export prices and consumer expenditures; unions and industrial relations, specifically work stoppages; occupational injuries and illnesses; and foreign labor statistics. In general, each table begins with the earliest reliable data and ends with 1982. (YLB)

ED 251 711 CE 040 384

Plummer, Nancy; Michael, Nancy, Ed.
Antidiabetic Agents.
Indiana Univ., Bloomington. Vocational Education Services.

SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 24p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Continuing Education; *Diabetes; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- Insulin

This module on antidiabetic agents is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the disease process of Diabetes Mellitis; the use of hypoglycemic medications, their actions, side effects, and interactions with other drugs; and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a worksheet, a diagram of the endocrine system, a vocabulary exercise, and drug charts, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 725 CG 017 853

Popkin, Carol L.; And Others

An Initial Evaluation of the North Carolina Alcohol and Drug Education Traffic Schools. Volume I: Technical Report.

North Carolina Univ., Chapel Hill. Highway Safety Research Center.

SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh.

REPORT NO.- HSRC-PR126

PUB DATE- Jul 83

NOTE- 124p.; For Volume II, appendices to the technical report, see CG 017 854.

AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP-13, 197-A, Chapel Hill, NC 27514 ($5.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Alcohol Education; *Drug Education; Program Evaluation; *Safety Education; State Legislation; State Programs; *Traffic Safety

IDENTIFIERS- *Drunk Driving; North Carolina

This report contains the results of an evaluation of the North Carolina Alcohol Drug Education Traffic Schools (ADETS), established for the primary purpose of treating first offenders convicted of driving under the influence (DUI), and careless and reckless driving after drinking. Following the executive summary and introduction, the second section contains a description of the statewide program and of an ADETS course attended by project personnel. The third section is an analysis of knowledge changes attributable to attendance at ADETS as measured by tests routinely administered by the schools at the beginning and conclusion of the course. The fourth section presents the results of surveys of the schools' user groups.. The fifth section provides a description of similar schools in neighboring states. The final section contains the results of an analysis of traffic conviction and crash data which compares the experience of persons completing ADETS in 1980 and 1981 with that of persons convicted of the same offenses in the same period who did not attend ADETS. The final chapter contains a discussion of the program implications based on the overall findings. (JAC)

Family Planning and Sex Education of Young People. EURO Reports and Studies 89. Report on a World Health Organization Meeting (Copenhagen, Denmark, November 1-5, 1982).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1255-2
PUB DATE- 84
NOTE- 50p.
AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Ave., Albany, NY 12210, or United Nations Bookshop, New York, NY 10017.
LANGUAGE- English; French; German; Russian
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Delivery Systems; *Family Planning; Foreign Countries; Guidelines; Program Development; Secondary Education; *Sex Education; *Youth Programs
IDENTIFIERS- Europe; World Health Organization

This report summarizes the meetings of the World Health Organization (WHO) Working Group on Family Planning and Sex Education of Young People, which was attended by advisors representing education, sociology, psychology, pediatrics, demography, obstetrics and gynocology, family planning, and psychological medicine. The advisors were from eight countries, from UNESCO, from the International Planned Parenthood Federation, and WHO staff and consultants. The scope and purpose of the working group and its definitions of adolescence and family planning are given in the introduction. The present situation in Europe and obstacles to sex education and family planning services for young people are reviewed, based on a study by the WHO Regional Office for Europe, which emphasized strategies used in various countries for providing sex education and family planning. Develoment of sex education programs is discussed in the areas of curricula, staff training, and program implementation. Development of family planning services is discussed, focusing on the place of such services in the health service structure, roles and training of staff, and service acceptability. The report concludes with guidelines for educational programs, including content and staff training; guidelines for provision of family planning services, including organization, setting, and staff; and general recommendations. A list of participants, and summaries of the report in French, German, and Russian are included. (JAC)

ED 251 754 CG 017 882

Forristall-Brown, Dorothy Z.; Brown, William F.

Reducing Attrition through Student-to-Student Study Skills Instruction and Guidance.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Mar 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Dropout Prevention; Higher Education; *Peer Counseling; Program Descriptions; School Holding Power; *Skill Development; *Study Skills

This report describes a learning assistance program at Lamar University, Texas, designed to improve study skills and decrease attrition among college students through the use of peer counselors. The objectives of this two-credit, non-remedial course are discussed, and the material covered in the 18-week course is described, by week, in Table 1. Training for upperclassmen selected as peer counselors is discussed, and the academic schools enrolling the counselors during its 7-year history are listed in Table 2. The instructional materials used to train peer counselors are listed in Table 3, and core training skills and job specific training are outlined. The course enrollment data for students and peer counselors are detailed in Table 4, while the number and percent of students who pass and fail, and the number of drops and incompletes are listed in Table 5. The enrollment status 4 years later for the 163 students passing the course in the fall of 1978 is listed in Table 6, while the Scholastic Aptitude Test scores, retention rate, and probable attrition rate of these students are given in Table 7. The overall success of the program in improving students' learning skills and in improving retention rates is discussed. (JAC)

ED 251 769	CG 017 898

Schnellmann, Jo; Gibbons, Judith L.
Microinequities in the Classroom: The Perception by Minorities and Women of a Less Favorable Climate in the Classroom.
PUB DATE- Aug 84
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Classroom Environment; *College Students; *Females; Higher Education; *Minority Groups; Sex Differences; *Social Bias; *Teacher Behavior; Teacher Student Relationship

Faculty beliefs regarding the achievement potential of women and minority students may be communicated through microinequities in everyday exchanges. To determine whether women and minority students perceive a less encouraging classroom atmosphere than white male students, 941 students were surveyed using a questionnaire designed for this study. Results indicated that, overall, students perceived instructors as encouraging and welcoming comments or questions in class; however, minority students felt less encouraged than caucasians, women less than men, and undergraduates less than graduate students. A pattern emerged in which conscious efforts to affirm and encourage women and minority students were negated by nonconscious behaviors such as rarely calling on them, interrupting, using the generic he, and addressing the class as if no women or minorities were present. Although instructors were not viewed as being particularly partial to men, men reported being more likely to seek help from an instructor. The findings suggest that differential treatment may be a contributing factor in the lower academic aspirations of women and minorities. (The study questionnaire is appended.) (JAC)

ED 251 785 CG 017 934

Herr, Edwin L.; And Others
The Role of Counseling in Achieving Educational Excellence.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 34p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS. 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Attitudes; Counselor Certification; Counselor Evaluation; *Counselor Role; *Counselor Training; Professional Associations; *Public Opinion; *School Counselors
IDENTIFIERS- *Excellence in Education

This paper presents a discussion on counseling and excellence between Garry R. Walz (director of the ERIC Clearinghouse on Counseling and Personnel Services and former president of the American Association for Counseling and Development--AACD), Edwin L. Herr (former president of AACD), and Jean A. Thompson (president of AACD). Topics covered in the informal discussion include counselors' contributions to educational excellence, counselors' negative images, counselor evaluation, and the role of counselor education and professional associations in promoting educational excellence. Specific recommendations for counselors in the area of educational excellence conclude the paper. (MCF)

ED 251 800 CS 007 853

Alexander, Clara
Microcomputers and Teaching Reading in College: Issues and Some CUNY Applications. Research Monograph Series Report No. 8.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Nov 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Higher Education; *Microcomputers; Nontraditional Students; Professional Services; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Materials; Reading Research; Reading Skills; *Remedial Reading; *Teacher Attitudes; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *City University of New York

The use of microcomputers to teach underprepared readers at the City University of New York (CUNY) is the focus of this report. A review of the literature highlights both the instructional and the noninstructional uses to which computers are being put in the college reading classroom today. The report points out (1) that software is a problem, since there are few commercially available packages for use with poorly prepared readers; and (2) that although a few faculty have attempted to remedy this situation by developing appropriate programs, most CUNY reading teachers lack the time and resources to create software that encourages thinking, decision making, and writing as distinct from the usual drill and practice variety. Guidelines are presented for evaluating new commercial reading packages, and the concluding section suggests several approaches that colleges and universities might use to help their reading faculty choose or develop appropriate computer software and integrate it into their courses. Lists of references and resources to which the busy reading teacher can turn for assistance complete the report. (RBW)

ED 251 814 CS 007 873

Reading and Study Skills and Instruction--Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; Doctoral Dissertations; Educational Theories; Elementary Education; *Language Processing; Oral Reading; Phonics; Picture Books; Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Retention (Psychology); Schemata (Cognition); Semantics; Sequential Approach; Silent Reading; *Study Skills; Teaching Methods; Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) the effect of computer assisted instruction on first grade phonics and mathematics achievement; (2) the effects of types of review techniques on the retention of meaningful prose; (3) diagrams, word frequency, and retention of expository prose; (4) natural reading acquisition of preschool children; (5) the use of the semantic webbing technique to improve reading comprehension of third and fourth grade students, (6) the use of lyrics and musical lyrics to develop vocabulary and reading comprehension in fifth grade students; (7) the observed book usage patterns of early primary grade children using wordless picture books with suggested utilization guidelines; (8) the effect of a story mapping program on the development of story schema in selected second grade students; (9) the effects of interest-inducing questions on students' reading comprehension; (10) the effect of a prereading purpose on reading comprehension; (11) the relationship between teachers' questions and students' responses during a directed reading activity and a directed reading-thinking activity; and (12)

metalinguistic skills. (FL)

ED 251 828 CS 207 896

Myers, Miles
The Variables in Lesson Design.
PUB DATE- Feb 83
NOTE- 18p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (25th, Los Angeles, CA, February 18-20, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Classroom Environment; Classroom Observation Techniques; *Classroom Research; Ethnography; Secondary Education; *Teaching Methods; Urban Education; Writing Exercises; *Writing Instruction; *Writing Research

Based on research using participant and nonparticipant observation in a natural setting, a study examined how teaching practices, classroom conditions, and student differences influenced the design of writing lessons in 14 English classes in five inner city schools. Data were collected from five sources--interviews, writing samples, questionnaires, school records, and over 300 full-period classroom observations. Results indicated that writing episodes in all classes averaged 16 minutes and consumed one-third of the total class time. Five kinds of assignments were observed: those based on reading, those based on ideas, skill assignments, rhetorical assignments that provided an audience emphasis or an explicit form, and multiple focus assignments that emphasized more than one of the other four types. In all classes, skill assignments were the most frequently made, and idea assignments took up the largest proportion of total class time. Teachers, however, tended to vary assignments to fit the needs of particular students. (FL)

ED 251 843 CS 208 696

Elgin, Suzette Haden
The Great Grammar Myth. Occasional Paper No. 5.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 24p.; Prepared through National Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Theories; Grammar; Grammatical Acceptability; Higher Education; *Linguistic Competence; *Teaching Methods; *Traditional Grammar; Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- National Writing Project; Theory Practice Relationship

Proposing that the utility of formal grammar instruction has never been put to the test, this booklet first explains the heretofore negative research results and explains why all the good intentions behind them have not kept those results from being essentially useless. The remainder of the booklet describes an experiment in which there were no textbooks, grammar books, outside reading, homework, drills, lectures, prewriting, revision, or outside assigned writing. Two experimental classes of remedial English students were given in-class essays to write and grammatical problems to solve. (A sample problem is presented.) The final test results were compared to test results of four control classes, showing no difference between the experimental and the control groups. (HOD)

ED 251 857   CS 208 718

Jaggar, Angela, Ed.; Smith Burke, M. Trika, Ed.
Observing the Language Learner.
International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-87207-890-6
PUB DATE- 85
NOTE- 261p.; This publication is the result of work of the NCTE and IRA Joint Committee on the Impact of Child Language Development Research on Curriculum and Instruction and of the "Impact Conference" sponsored by that committee.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33991, $11.00 nonmember, $8.00 member); International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (Book Order No. 890, $11.00 nonmember, $8.00 member).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Beginning Reading; *Child Development; Child Language; Classroom Environment; *Classroom Observation Techniques; *Classroom Techniques; Elementary Education; *Language Acquisition; Language Patterns; *Language Processing; Language Research; *Learning Strategies; Literature Appreciation; Oral Language; Student Behavior; Teacher Student Relationship; Writing Instruction

Intended for teachers and others having responsibility for shaping language policy in the schools, this collection of invited, original articles is based on the belief that a teacher's task is not to "teach" children language but, rather, to create an environment that will allow language learning to occur naturally. The book is divided into four interrelated parts. The two chapters in the first part provide the rationale for observing children's language and establish the central theme. Parts two and three comprise the heart of the book and deal with the different, but overlapping, facets of language development described by M. A. K. Halliday. Chapters in both parts contain sections on observing oral language and written language. Specifically, chapters in part two concentrate on what children learn as they construct the symbol system, the strategies they use, and how their behavior reveals their developing awareness of language. Chapters in part three focus on school age children by looking at ways in which they use language. Chapters in part four highlight the importance of continually monitoring the effect of curriculum and instruction on children's language use and learning. (HOD)

ED 251 871 CS 504 780

Ratliffe, Sharon A.

Interpersonal Communication Competencies and Peer Tutor-Evaluators in the Speech Laboratory.

PUB DATE- 3 Nov 84

NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Skills; Higher Education; Peer Counseling; *Peer Evaluation; *Peer Teaching; *Speech Communication; Speech Evaluation; *Speech Instruction; Speech Tests; Two Year Colleges; Two Year College Students

Focusing on the interpersonal communication course offered at Golden West College in California, this paper describes the competency-based approach of the course, the involvement of peer tutor/evaluators, and the use of the speech laboratory, where students demonstrate six specific skill competencies an average of two times during the course. The major portion of the paper consists of two attachments. The first outlines the knowledge and skill objectives for the eight units in the course: the interpersonal context, initiating relationships, clarifying perceptions, expressing ideas verbally, nonverbal behavior and the expression of feelings, listening in the interpersonal context, disclosing self to others, and managing interpersonal conflict. The second section provides details and the evaluation scale for each of the six skill competencies that students must demonstrate: (1) making statements of observation/behavioral description; (2) initiating, maintaining, and ending a conversation; (3) perception checking; (4) reflecting ideas and feelings of others; (5) giving relational feedback; and (6) using self-descriptive statements of feelings and ideas. Additional material outlines lab and course requirements and procedures and includes a student evaluation form. (RBW)

Roberts, Charles V.; Steinfatt, Thomas M.
The Future of Physiological Variables in Communication Theory.
PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Data Collection; Interdisciplinary Approach; *Physiology; *Research Methodology; *Speech Communication; Testing; Theories
IDENTIFIERS- *Theory Development

Speech communication workers have been reluctant to use physiological variables in their work. The arguments against their use have ranged from a fear of invading the realm of the psychologist or physiologist, thereby damaging the uniqueness and disciplinary identity of speech communication, to a feeling by certain scholars that the appropriate level of analysis and theorizing in communication research is that of physical behavior, cognition, and emotion. No research method or approach, however, is the exclusive property of any discipline. Similarly, theory and methodology are inexorably intertwined. It is logical to limit the methods used to inquire into a process, but only after gaining an understanding of that phenomenon. Precipitous selections of methodologies may hinder the discovery of important variables. The area of physiological variables has great potential for communcation research. Many of the problems with data collection encountered in the past are being eased by using computers to monitor physiological measuring instruments. Many speech communication theories derive from or involve physiological variables, and these require testing. Physiological variables can be measured with a degree of precision and accuracy usually unattainable with more common forms of communication measurement, and they can provide hard data with which to link communication research more firmly to the real world. Physiological measurement, however, should not be a communication researcher's only approach to a problem. It has value only when used in concert with other strategies. (RBW)

ED 251 901 EA 016 621

DeFlaminis, John A.; Nicely, Robert F., Jr.
School Improvement in Pennsylvania--Curriculum and Instruction Issues for the Technical Assistant.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 19p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Consultants; *Consultation Programs; Curriculum Development; *Educational Improvement; Elementary Secondary Education; Guidance; Instructional Improvement; *Long Range Planning; *Needs Assessment; Participative Decision Making; Problem Solving; Professional Services; Program Evaluation; Program Implementation; Retrenchment; State Programs; *Technical Assistance
IDENTIFIERS- *Long Range Planning for School Improvement PA

The following considerations are of major importance to the persons who act as technical assisters for the Long Range Plan for School Improvement (LRPSI) in Pennsylvania: (1) long-range planning should be viewed as a deliberative and participative process; its steps should not be considered in isolation from each other; (2) comprehensive needs assessment strategies should reflect current developments and provide an ordered sequence of assessment in both curriculum and instruction; (3) although Section I of the LRPSI emphasizes the development of strategies for curriculum development, there is a pressing need also for strategies concerning instructional improvement; (4) technical assisters should prepare implementation and evaluation guidelines to make up for the lack of such guidelines in the LRPSI; and (5) technical assistance should continue throughout the 5 years of the LRPSI. Although the knowledge base available to technical assisters is greater than ever before, the set of problems they have to face has also increased in complexity due to cutbacks in school personnel and funding. Technical assisters can best maintain and build their collective capacity to help bring about school improvement by encouraging collaborative problem solving, promising no more than they can deliver, and striving for continuity of services despite cutbacks. (JBM)

ED 251 914 EA 017 093

Berg, Gunnar
Schools and the Neo-Rationalist Model of Organizations. A Report from the SIAu, SABO and PeO Projects. Uppsala Reports on Education 17.
Uppsala Univ. (Sweden). Dept. of Education.
REPORT NO.- ISBN-91-85250-85-6
PUB DATE- Dec 83
NOTE- 36p.
AVAILABLE FROM- Publications, Department of Education, Uppsala University, Box 2109, S-750 02 Uppsala, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170)
DESCRIPTORS- Administrative Organization; Bureaucracy; Educational Change; Elementary Secondary Education; Foreign Countries; *Institutional Role; *Models; *Organizational Theories; *Power Structure; *School Organization; Systems Approach
IDENTIFIERS- Conflict Theory; Consensus Models; *Neorationalism; *Rationalism; Sweden; Weber (Max)

Educational organizations, this paper asserts, are best described using a neorationalist model, which analyzes organizations as social instruments, acknowledges structural conflict, and views individuals as active participants. The paper examines traditional and modern rationalist organization theories and contrasts these with systems theory; it then applied the neorationalist model to schools, and specifically to Swedish public schools. The bulk of the paper discusses organization theory as follows. First, rationalism and systems theory are briefly compared in their traditional and modern forms. Second, traditional rationalism is explored in greater depth with reference to several of its leading theorists, notably German sociologist Max Weber; the "goals-means hierarchy" is briefly explained; and the basic assumptions of traditional rationalist models are discussed. Third, a neorationalist model formulated by the Swedish sociologist Bengt Abrahamsson is described; concerns discussed include the relationship between organizations and society and that between organizations' mandated goals organizations' mandated goals and the real activities. Fourth, the two rationalist approaches are compared. The remainder of the paper discusses analyzing schools using a neorationalist model. Subtopics include the correspondence between organizational models and school characteristics; the applicability of the neorationalist model to schools and appropriate descriptive concepts; and finally, types of institutional control and the control structure of the Swedish school system. (MCG)

ED 251 929 EA 017 272

Gall, Meredith D.; And Others
Involving the Principal in Teachers' Staff Development: Effects on the Quality of Mathematics Instruction in Elementary Schools. Final Report, FY 1983.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 220p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Educational Improvement; Educational Research; Elementary Education; Inservice Teacher Education; Instructional Innovation; *Leadership; Mathematics Instruction; Principals; *Teacher Effectiveness
IDENTIFIERS- Active Mathematics Teaching (Good and Grouws)

A study to determine whether the instructional leadership shown by principals is a causal factor in the effectiveness of schools demonstrated that involving principals in staff development programs can increase implementation of the programs' objectives. Fifty-three fourth- and fifth-grade teachers were assigned to three treatment conditions: one in which principals participated actively in a staff development program for training teachers in an instructional model for mathematics; a second in which principals did not participate; and a third, the control group, in which neither teachers nor principals participated in the program. The teachers' math lessons were observed immediately before and after the staff development program, and again three months later. Their students were administered curriculum-referenced and nationally standardized mathematics tests before and three months after the program. Students of teachers in both trained groups made slightly greater gains on the tests than did those of control group teachers. Teachers in the involved-principals group showed a higher level of implementation in the delayed lesson, and their students showed greater gains on the curriculum-referenced test than did those of trained teachers with uninvolved principals. Students in the uninvolved-principal group outgained those in the involved group on one subtest of the standarized measure. (PGD)

ED 251 944 EA 017 345

The Basic Education Program for North Carolina's Public Schools.
North Carolina State Board of Education, Raleigh.
PUB DATE- 15 Oct 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Basic Skills; *Elementary Secondary Education; Facility Planning; Instructional Materials; *Master Plans; *Program Descriptions; *Program Proposals; Special Programs; Standards
IDENTIFIERS- *North Carolina

This report describes a program that aims to be fundamentally compete and would give students a thorough grounding in the arts, communication, media and computer skills, second languages, healthful living, mathematics, science, social studies, and vocational education. Its premise is that there is a common core of knowledge and skills that every child ought to command when he or she graduates from high school, but learning in the content areas should not be at the expense of instruction in skills that enable students to continue learning after graduation. The primary purposes of the basic curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. Following an introduction, part 2 describes the curriculum of each of four grade spans--K-3, 4-6, 7-8, and 9-12. For each grade span, the purpose of each curriculum area is described, and the content sequence and learning outcomes are outlined. Part 3 describes nonsubject area programs, e.g., programs for exceptional children, part 4 describes general standards, part 5 describes material support, part 6 describes district and school staffing ratios, and the appendix lists textbooks to be used. (DCS)

ED 251 958 EA 017 367

Ediger, Marlow
Leadership in Curriculum Development (A Collection of Essays).
PUB DATE- 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Classroom Techniques; Communication Skills; *Curriculum Development; Democratic Values; Discipline; Educational Assessment; Educational Objectives; Educational Policy; Educational Principles; Educational Trends; Elementary Secondary Education; Faculty Development; *Instructional Improvement; *Leadership; Learning Motivation; Learning Strategies; Organizational Development; Process Education; Teacher Administrator Relationship; Teaching (Occupation); Teaching Methods
IDENTIFIERS- *Instructional Leadership; Subject Centered Curriculum

In this collection of essays, a wide range of issues relevant to curriculum development are explored and problem-solving suggestions are offered. The ten selections discuss the following topics: (1) deficiencies in administrators' human relations skills that may hinder democratic decision-making; (2) inservice techniques and philosophical guidelines for incorporating democratic values in the social studies curriculum and instruction, and for teaching students such values; (3) types of student experiences and abilities that curriculum development should foster, and related options in teaching technique; (4) the value of inservice teacher education, common problems that inservice should address, and creating flexible inservice programs; (5) model learning objectives, both subject- and skill-centered; (6) the uses of educational media, differentiated staffing, inductive teaching methods, appropriate depth or breadth of teaching, and teacher accountability measures, to improve learning; (7) how to avoid discipline problems by motivating students, and ways to discipline students when necessary; (8) the implications of various educational reform proposals; (9) current issues in educational administration and policy; and (10) issues to consider when evaluating curriculum and learning activities. (MCG)

ED 251 972 EA 017 383

English, Fenwick
Curriculum Mapping and Management.
PUB DATE- Sep 84
NOTE- 40p.; In: Sattes, Beth D., Ed. Promoting School Excellence
through the Application of Effective Schools Research: Summary and
Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; *Curriculum Problems;
Educational Objectives; Elementary Secondary Education; *Evaluation
Methods; Feedback; *Program Effectiveness; *Program Evaluation;
Teacher Administrator Relationship; Testing; Time on Task
IDENTIFIERS- *Curriculum Management; *Curriculum Mapping

An overview is provided of curriculum management and "mapping," an auditing technique for assessing the content, time, and sequence of the taught curriculum as reported by the teacher. The general notion of management is first discussed in terms of three basic kinds of activities: defining purpose and mission, configuring available resources (people, time, and material), and using feedback to make necessary adjustments. The concept of curriculum is then defined etymologically as a means to a specific end (which must be clearly defined). The curriculum is conceived and discussed in terms of three "circles": the real (i.e., taught) curriculum, consisting of time and content; the written or prescribed curriculum; and the tested curriculum. These three circles get out of alignment because of design problems (breakdown between prescription and test), delivery problems (breakdown between prescription and teaching), or sequence problems (between teaching and testing). Curriculum mapping, then, is a method for bringing these three circles into alignment by monitoring the taught curriculum to evaluate the overall program. Examples are provided, along with a detailed "implementation kit" for curriculum mapping. (TE)

ED 251 588 CE 037 235

Volunteers for Refugee Self-Sufficiency.
Phoenix Union High School District, Ariz.
PUB DATE- 81
NOTE- 56p.; Developed by the Refugee Link Program of the Adult Basic Education Division.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Agency Role; *English (Second Language); *Indochinese; Literacy Education; Program Development; Program Implementation; *Refugees; *Second Language Instruction; *Tutoring; Tutors; Voluntary Agencies; Volunteers; *Volunteer Training; Workshops
IDENTIFIERS- Arizona (Phoenix)

The Volunteers for Refugee Self-Sufficiency (V-FoRSS) uses volunteers to meet the self-sufficiency needs of the refugee community in Phoenix, Arizona. The majority of the volunteers with V-FoRSS are home outreach tutors who provide English as a second language (ESL) and social adjustment skills instruction to adult Indochinese refugees. Classes are held twice a week for two hours in the homes of refugees who do not have access to existing adult ESL programs because of lack of transportation. There is much formal and informal social interaction among the refugee students and volunteers. This document contains the materials used in the V-FoRSS program. The report is organized in four parts. Part I provides general information about the program, while Part II contains the letters, forms, and documents used to conduct the program. Included in these forms are materials used to train volunteers, workshop agenda, volunteer files, and student files. The last two parts of the report consist of a copy of the program's newsletter and publicity releases. (KC)

ED 251 602 CE 039 771

Barton, Julianne M.
The Exceptional Poet.
PUB DATE- Mar 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Gerontological Society (Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Educational Benefits; *Nursing Homes; *Older Adults; *Poetry; *Therapy; *Writing (Composition)

As part of the adult education program of Mountain View-Los Altos (California) High School District, elderly patients at skilled nursing care facilities take classes in poetry. The poetry classes are therapeutic in nature, satisfying a real need for these very ill elderly people to express their frustrations, hopes, fears, and joys. All of the class members are in various stages of handicap and sickness, and their ages range from 65 to 90. Two methods are used to stimulate poetry writing. In the first method, poetry selections on a particular subject chosen by the class are read by the teecher. The group then shares and contributes their own thoughts and feelings to the creation of a group poem. The teacher writes down each line as it is given, and the teacher or able class member then reads the assembled group poem. The second method is similar, in that the class picks and discusses a poetry subject and the teacher reads poetry selections applicable to the subject. Then, however, the teacher calls for class members to toss out words and phrases about the subject as fast as possible, rhyming whenever they can. The teacher records and reads back the results. Through these creative processes these students are overcoming their loss of ability to do for themselves or to do something for others and showing just how exceptional they really are. (KC)

ED 251 655 CE 040 260

Carangelo, Pasquale R.; Janeczek, Anthony J.

Microcprocessing Computer Technician, Digital and Microprocessor Technician Program. Post-Graduate 5th Year.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 83
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Computer Literacy; Computer Science; *Computer Science Education; Course Descriptions; *Digital Computers; Electric Circuits; Electricity; *Electronics; Flow Charts; *Microcomputers; Postsecondary Education; *Programing; Technical Education; *Technical Occupations
IDENTIFIERS- *Computer Technicians

Materials are provided for a two-semester digital and microprocessor technician postgraduate program. Prerequisites stated for the program include a background in DC and AC theory, solid state devices, basic circuit fundamentals, and basic math. A chronology of major topics and a listing of course objectives appear first. Theory outlines for each semester are followed by listings of experiments for the first and second semesters. Supplementary experiments are also provided. Major topics include a review of DC theory, AC theory, solid state devices, and basic circuit fundamentals; digital electronics; computer literacy; computer programming/flowcharting in high-level language; microprocessors; and microcomputers. Other contents include a list of digital and microprocessor systems compatible with the course (teaching systems, trainers, exercises, texts, manuals) and listings of references for each semester. (YLB)

Allied Health Occupations II. Advanced Health Assistant Component. Student Learning Guide. Middletown Public Schools Curriculum Standards.
Middletown Public Schools, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 84
NOTE- 51p.; For related documents, see CE 040 275-281. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; Aging (Individuals); *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Classroom Techniques; Communication Skills; Course Descriptions; Curriculum; Diseases; Emotional Problems; Emotional Response; Employment Qualifications; *Geriatrics; Individual Development; Job Skills; *Medical Services; *Nurses Aides; *Nursing; Older Adults; Patients; Prerequisites; *Psychiatric Services; School Districts; Secondary Education; Student Evaluation

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with a practical understanding of specific areas of nursing, concentrating on the fields of geriatrics and psychiatry. Addressed in the individual units of the course are the following topics: progressive development and aging, older people and community life, emotions and illnesses, special geriatric needs, principles of communication, patients with special needs, and conditions of illness. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan. Concluding the volume are a list of student lesson assignments, a sample training site plan, and a sample student evaluation checklist. (MN)

ED 251 684 CE 040 309

Csokasy, David
Professional Development--A Success Story.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Faculty College Relationship; *Faculty Development; Higher Education; *Inservice Teacher Education; *Professional Continuing Education; Sabbatical Leaves; *Teacher Improvement; *Technical Education; Vocational Education
IDENTIFIERS- *Ferris State College MI

The School of Technical and Applied Arts at Ferris State College has developed a series of activities that have proven to be successful in maintaining an up-to-date faculty, thereby insuring quality instruction. Recognizing that the problem of keeping faculty current in both teaching skills and technical knowledge was multi-faceted and could not be solved by any single action, the school chose a triadic approach. The first component is a model Masters' degree program offered on campus by Michigan State University. The college pays most of the cost of the courses in order to encourage its instructors to earn Masters' degrees and to learn more about teaching and curriculum preparation. The Master's program includes courses in education and in the instructor's special area, as well as an indepth study of mutual benefit to teacher and college. The second component of the professional development program is a faculty enrichment program with industry. This program allows faculty members to do a six-week internship at the Prince Corporation, a manufacturer of die cast machinery and plastic components. This program, in which the faculty member works a 40-hour week, allows the teacher to renew technical skills and business knowledge and to catch up with technological development in industry. The third component of the staff development program is an in-house seminar for new faculty members. This two-quarter class attempts to help new faculty learn to survive in the academic environment and to impart teaching skills. The Ferris program establishes the basics for a sound professional development program. (KC)

ED 251 698 CE 040 350

Agricultural Marketing Principles: A Training Manual. Training for Development. Manual No. T-31.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- 84

NOTE- 157p.; Developed by Soil and Land Use Technology, Inc.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Agribusiness; *Agricultural Production; Behavioral Objectives; *Developing Nations; Distributive Education; Experiential Learning; Learning Activities; *Marketing; Volunteers; *Volunteer Training; Workshops

IDENTIFIERS- *Agricultural Marketing

This module contains basic material to enable the workshop facilitator to teach concepts in agricultural marketing to Peace Corps volunteers. Introductory materials include general suggestions for the facilitator, a checklist, and a suggested timetable for a two-week workshop. The course is organized by 11 concepts: needs assessment, market familiarization, basic terms and concepts, marketing in action, the production-marketing-consumption system approach to agricultural commodities, characteristics of commodity systems, behavior of market participants, simulating a marketing system, identification of alternatives in previously identified marketing situations, role of Peace Corps volunteers in agricultural marketing, and sharing resources and plans for action. To teach each concept, objectives, teaching techniques, materials needed, suggestions to the facilitator, handouts, worksheets, and visual aids are provided. Lectures are minimal; content is presented primarily through learning experiences. An appendix contains additional visual aids, a bibliography, and supporting material. (YLB)

ED 251 712 CE 040 385

Morris, Sara; Michael, Nancy, Ed.
Antineoplastic Drugs.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 20p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Cancer; *Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Oncology; Residential Care
IDENTIFIERS- *Antineoplastic Drugs

This module on antineoplastic drugs is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of cancer, including what cancer is, how it spreads, how antineoplastic drugs affect the growth of cancer cells, and the side effects of these drugs; pain control; and considerations and suggestions for patient care. This discussion is intended for use as a lecture or participant reading. Other contents include a vocabulary list, a worksheet, and medication charts, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 726 CG 017 854

Popkin, Carol L.; And Others

An Initial Evaluation of the North Carolina Alcohol and Drug Education Traffic Schools. Volume II: Appendices.

North Carolina Univ., Chapel Hill. Highway Safety Research Center.

SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh.

PUB DATE- Jul 83

NOTE- 178p.; Some pages have marginally legible print. For Volume I, see CG 017 853.

AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP-13, 197-A, Chapel Hill, NC 27514 ($8.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Alcohol Education; *Drug Education; Program Evaluation; Questionnaires; *Safety Education; State Legislation; State Programs; *Traffic Safety

IDENTIFIERS- *Drunk Driving; North Carolina

This volume is the second part of a report evaluating the North Carolina Alcohol Drug Education Traffic Schools (ADETS), established for the primary purpose of treating first offenders convicted of driving under the influence (DUI). These appendices include copies of legislation pertaining to the schools; a copy of the DMH 2604 referral form; an application for Alcohol and Drug Education Traffic School Instructor Certification; a summary of a training class schedule and topics addressed; ADETS operating standards; a copy of the curriculum training manual; classification of items from the Pre-Post Knowledge Questionnaire into five content areas, and a summary of item characteristics; questions for surveying target groups; questions asked of each target group; survey procedures; and a survey of Alcohol Traffic Schools. (JAC)

ED 251 741 CG 017 869

Carsrud, Alan L.
Predicting Job Success: Using Biographical Data, Interviews, and Testing.
PUB DATE- Aug 84
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Evaluation Methods; *Experiential Learning; Higher Education; Interviews; *Personnel Evaluation; *Personnel Selection; Portfolios (Background Materials); Prediction; Teaching Guides

This teaching guide provides an exercise designed to help college students integrate knowledge and skills from previous lectures and discussions on personality/social psychology, testing and assessment, human resources management, organizational design, job analysis, and business law, into a participative learning experience for personnel/organizational management or applied psychology in business. The goals and objectives of the exercise are stated, i.e., to help students become familiar with the advantages and disadvantages of using biographical, testing, and interview data in personnel selection, to become aware of errors and biases, and to become familiar with ethics, laws, and policies. The procedures for the exercise, in which students are assigned to be either applicant or interviewer, are described. Materials for the exercise, including a hypothetical job description and job criteria, rating forms, interview guidelines and evaluation forms, a job application form, and an assessment of the learning experience, complete the guide. (MCF)

ED 251 755 CG 017 883

Rush, Michael C.; And Others
Consensual Agreement in Leader Behavior Descriptions and Leader Prototypes.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Employees; Graduate Students; Higher Education; *Leaders; Profiles; *Schemata (Cognition); Social Cognition
IDENTIFIERS- *Behavior Descriptions; *Consensus; Prototypes

The proposition that individuals process social information in terms of existing cognitive schemata has generated considerable research suggesting that behavioral descriptions of leaders reflect individually held prototypes of leadership rather than descriptive reports of behavior. While plausible, evidence of such claims is difficult to show unequivocally since the research often involves individual level, within-person analyses. A between-person strategy was used to examine whether people with diverse backgrounds, who held common prototypes of leadership, would describe their leaders in a similar fashion. Employed graduate students (N=60) were asked to provide descriptions of their supervisors as well as prototypic (ideal) good and poor leader descriptions. Results showed a significant correlation between described and good leader profiles for those evaluating their supervisor as good, and between described and poor leader profiles for those describing their supervisor as poor. These results indicate a marked tendency for individuals with diverse backgrounds and experience, who hold common evaluatively labeled prototypes of leadership, to describe their commonly evaluated leaders in a similar fashion. The results, while not indicating that descriptions and prototypes are isomorphic, do suggest that evaluative judgments trigger particular prototypes instrumental in the process of reconstructive memory and description. (Author/JAC)

ED 251 770 CG 017 899

Smith, Margaret M.; Clayton, Diane E.
Designing a Self-Directed Health Promotion/Wellness Program for Older Women.
PUB DATE- Apr 84
NOTE- 37p.; Paper presented at the Annual Meeting of the Western Gerontological Society (64th, Los Angeles, CA, April 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *Health Activities; *Health Education; Life Style; *Older Adults; Program Development
IDENTIFIERS- *Wellness

This planning guide is intended as a reference for individuals developing a self-directed health promotion/wellness program for older women. The introduction defines the concept of wellness, and the seven tasks involved in the action planning process. Six steps in designing a program are outlined, including laying the groundwork, targeting participants and promoting the program, planning program content, promoting participation in workshops, individualizing assessment and planning for action, and follow-up and evaluation. In addition to ideas for discussion, suggested activities for each step, and additional references, the guide also includes a five-part wellness inventory, a wellness profile, and a sample contract committing the participant to an improved wellness lifestyle. (JAC)

Walz, Garry R., Ed.; Bleuer, Jeanne, Ed
The C3 Experience: Counseling, Computers, and Creative Change.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 109p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Guidance; *Computer Assisted Instruction; Computer Literacy; Conferences; *Counseling; Creativity; *Educational Technology; *Educational Trends; Elementary Secondary Education; Employment Patterns; Futures (of Society); Higher Education; *Human Services; *Microcomputers; Work Environment
IDENTIFIERS- *Computer Assisted Counseling; National Institute of Education

This document contains six major presentations from the 1984 summer workshop, "The C3 Experience: Counseling, Computers, and Creative Change," sponsored by the ERIC Clearinghouse on Counseling and Personnel Services. The first presentation, "Exponential Counseling: Computers as a Multiplier" by JoAnn Harris-Bowlsbey, reviews the role that computers and educational technology can play in expanding the present limits on counseling. The second presentation, "New Directions and Developments in NIE and DIP" by Laurabeth Hicks, presents a perspective on developments within the National Institute of Education and the Dissemination and Improvement of Practice Program (DIP), including potential implications for counseling and human services. The third presentation, "Synergyzing Counseling and Human Services" by Clayton Lafferty, pinpoints the need for changes in thinking to bring about improvements in counseling and human services. "From a Little Bit to a Big Byte: Motivating Your Staff," by Carl Berger, reviews the use of computers in education and the learning process. The fifth presentation, "Creative Sustenance: Enhancing our Capacity to Recreate Counseling" by Garry Walz and Libby Benjamin, addresses the subject of creativity, with comments and ideas of conference participants. The final presentation, "The Workplace of Tomorrow" by Libby Benjamin, describes a variety of alternative futures including employment trends and the impact of technology on occupations and workers and on education and the helping professions. (JAC)

ED 251 801 CS 007 854

Rush, R. Timothy
Assessing Readability: Formulas and Alternatives.
PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Wyoming State Reading Council of the International Reading Association (Rawlins, WY, October 5-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Instructional Materials; Readability; *Readability Formulas; Reading Comprehension; Reading Processes; *Textbook Evaluation
IDENTIFIERS- Dale Chall Readability Formula; Fry Readability Formula; *Reader Text Relationship; Spache Readability Formula

Noting that readability formulas are strictly text-based and therefore do not reflect the interactive nature of the reading process, this paper argues that many of the instructional material evaluations for which such formulas are used are inappropriate and offers more reader-based alternatives to the use of formulas. The first half of the paper explores the history, purpose and characteristics of several popular readability formulas: Dale-Chall formula, Fry Graph, and the Spache formula. The second half then presents both text-based and reader/text-based alternatives to such formulas that allow the user to focus attention on factors involved in comprehension. This section also discusses appropriate uses for formulas and the alternatives. (HTH)

ED 251 815 CS 007 874

Reading and Study Skills and Instruction--College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 10p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Literacy; Adults; Annotated Bibliographies; Basic Skills; Content Area Reading; Doctoral Dissertations; Educational Theories; Higher Education; Program Development; Program Evaluation; Reading Attitudes; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Programs; *Reading Research; *Study Skills; *Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) the development, implementation, and evaluation of a reading improvement program for business and industry; (2) how instruction in a college rapid reading course meets individual students' learning needs; (3) the effectiveness of two instructional techniques used in a college developmental reading program; (4) a community college basic skills class; (5) the impact of a developmental reading course on student retention and achievement in a two-year technical college; (6) the relationship between and among reading failure and selected personality variables with severity of criminality; (7) the reading habits, attitudes, interests, problems, and early reading-related experiences of elderly active and elderly inactive readers; (8) syntax and reading comprehension; (9) adult literacy; (10) the effects of preteaching vocabulary and access to a glossary on comprehension of text; (11) an evaluation paradigm for university reading and study skills program courses; (12) a classroom strategy for teaching reading in the content area of human heredity and development; and (13) the effects of two methods of survey on the accuracy of prereading schema when controlling for prior knowledge and ability. (FL)

Parsons, Marie
Joint Newspaper Operating Agreements.
PUB DATE- Aug 84
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Cost Effectiveness; Economic Climate; Economic Factors; Economic Opportunities; Efficiency; Federal Legislation; *Government Role; Labor Problems; Media Research; *Newspapers; Organizational Effectiveness; *Publishing Industry; Retrenchment; *Shared Facilities; United States History
IDENTIFIERS- Antitrust Laws; *Newspaper Preservation Act 1970

The number of competing daily newspapers in American cities has dwindled until only about 50 cities boast two papers. Of the newspapers in those cities, 23 now maintain separate editorial operations but have joint printing, advertising, and circulation departments. The concept of joint operation is 50 years old, dating from the Depression years when publishers merged parts of their operations in order to survive. This strategy was not legalized, however, until 1970 when industry pressure was successful in persuading Congress to pass the Newspaper Preservation Act (NPA). The industry claimed that the savings that resulted from joint business departments would permit struggling newspapers to stay in business. Congress disliked the alternative--buy outs by the stronger papers and increasing control by chain publishers--and voted for the joint agreements provision, which amounted to an exemption from antitrust laws. Now, the weaker members of the pairs appear to be even more frail and the stronger partners are threatening to terminate the arrangements when present contracts expire. If, over time, joint operation proves to be no more than a burial policy to lay newspapers to rest with dignity, then the NPA is probably safe from attack. If, however, the newspaper industry attempts to be creative and use the antitrust exemption for other purposes, opposition to its continuation can be expected. (RBW)

ED 251 844 CS 208 697

Ganz, Barbara C.
Holocaust Literature: Our Hope for Understanding.
PUB DATE- Dec 82
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (4th, Boston, MA, December 2-5, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Anti Semitism; Childrens Literature; Elementary Secondary Education; *Ethical Instruction; European History; *Literature Appreciation; *Moral Development; *Moral Issues; Moral Values; Nazism; Reader Response; *Teaching Methods
IDENTIFIERS- Genocide; *Holocaust; *Holocaust Literature

Until recently the Holocaust was largely ignored in history books and literature, leaving most students without even the basic knowledge of an event that can and should have meaning for them. Nothing can really "explain" it, but literature, because it is concerned with feelings and conveys emotions, can move young people to an empathetic awareness of the subject. Through literature, students can gain both an understanding of those nearly incomprehensible events that took place between 1933 and 1945 and a sensitivity to the plight of the victims. Recently a large number of adult books about the Holocaust have appeared and this interest is now being reflected in books for children and teenagers. Although teaching students about the Holocaust can be a formidable task, possible instructional strategies include focusing on: (1) individuals, so students can meet the people who went through this experience; (2) racism and prejudice, so students can consider the origins of racism and why people dislike other people; (3) obedience to authority, so students can examine why certain people are willing to accept questionable orders without protest; and (4) the complexity of the Nazi organization, so students realize that the Holocaust was not the product of a single will. Selected bibliographies of Holocaust literature, by grade level, and a resource list are appended. (RBW)

ED 251 872 CS 504 781

Foss, Karen A.; Littlejohn, Stephen W.
"The Day After": Rhetorical Vision in an Ironic Frame.
PUB DATE- Nov 84
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Films; Imagery; Mass Media Effects; *Nuclear Warfare; *Programing (Broadcast); *Public Opinion; Rhetoric; Rhetorical Criticism; Social Attitudes; *Television; Television Research
IDENTIFIERS- *Day After (The); *Thematic Analysis

Noting that the television movie "The Day After" (aired November 20, 1983) is probably the most important of the films generating discussion about the issue of nuclear war, this paper describes a study that examined the rhetorical vision of nuclear war depicted in the film and the ways in which that vision corresponds to the images held by individuals. The paper first discusses statements made in a survey of 79 subjects attending the 1984 summer session at a California State University campus. An open-ended request for written statements resulted in brief essays giving subjects' depictions of a nuclear war and emerging themes. It then examines the fantasy themes that emerged in an analysis of the film, pointing out the ways in which the film depicts the fantasy themes and the ways those depictions differ from the images given by the survey subjects. Next, the paper examines the deep structure of the vision or the underlying frame in which the entire drama is placed, focusing on irony as the most suitable framework. The paper concludes with a discussion of the implications of the similar vision shared by the film and the individual subjects. (HTH)

ED 251 887 CS 504 799

Blackman, Bernard I.; Provencher, David

QUAL*PRO: Computer Assistance for Qualitative Methods in Intercultural Communication Research.

PUB DATE- May 84
NOTE- 51p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Research; *Computer Oriented Programs; Computers; *Computer Software; *Intercultural Communication; *Research Methodology; Social Science Research
IDENTIFIERS- *Qualitative Research; *QUAL PRO (Computer Program)

Qualitative methodology, the traditional mainstay of social science and historical research, is currently gaining increased respectability as both an alternative and a companion to quantitative methods in intercultural communication research. Because data collection and compilation techniques are often highly personal, situation-specific, expensive in terms of both time and money, and infrequently reported in journals, the subjectivity and generalizability of results are often in question. While computers are a recognized tool for facilitating quantitative research, they have not been used often with qualitative methodologies. A computer program, QUAL*PRO, was developed to facilitate the management of data collected from interviews and participant observation in an intercultural communication study. QUAL*PRO, which consists of three interdependent programs--a training program and two core information storage and retrieval programs--simplifies the clerical functions of collection, organization, storage, and retrieval of data while protecting the natural quality of the data. With this program, data manipulation becomes faster, more standardized, more focused, and more economical. In addition, the increased accessibility of the researcher's interpretative data processing has important implications for the reporting of data, subjectivity of the process, and overall quality of research. (Samples of the QUAL*PRO program products and an abbreviated user's guide are appended.) (Author/FL)

ED 251 930 EA 017 274

O'Reilly, Robert C.; Fellman, Beverly B.

Freedom for Religious Education and Regulation of Schools by the State.

PUB DATE- 16 Aug 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Orono, ME, August 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; *Court Litigation; Educational History; Elementary Secondary Education; *Parochial Schools; Private Education; *Religious Education; State Departments of Education; *State Legislation; State Standards
IDENTIFIERS- *Autonomy; First Amendment; Nebraska; Nebraska v Faith Baptist

News reports issued during the 60 days the Nebraska Legislature was in session between January 4, 1984, and April 9, 1984, and pertinent bills considered by the legislature during that period are the main sources used in this examination of the effort to resolve a conflict between the regulations of the Nebraska State Department of Education and the activities of a private school run by the Faith Baptist Church of Louisville, Nebraska. The regulations fought by supporters of the private school called for certification of teachers, reporting of pupil attendance, and state approval of the curriculum. The bill eventually passed by the legislature spelled out alternatives to meeting state standards, particularly in the areas of curriculum and certification. (PGD)

ED 251 945 EA 017 352

Fringe Benefits for Superintendents in Public Schools, 1983-84. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 84
NOTE- 59p.; For parts 2 and 3 of this survey, see EA 017 353-354.
AVAILABLE FROM- Publications Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21698; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; *Fringe Benefits; Health Insurance; Leaves of Absence; Personnel Policy; Retirement Benefits; School District Size; *School Statistics; *School Surveys; *Superintendents; *Tables (Data); Vacations
IDENTIFIERS- *National Survey Fringe Benefits Public Schools

The fifth biennial National Survey of Fringe Benefits in Public Schools focuses on a wide range of fringe benefit practices offered all professional personnel. Data were collected from a national panel sample stratified by enrollment size; they are reported separately for large, medium, small, and very small systems, for five levels of per pupil expenditure, and for eight geographic regions. This volume, part 1, covers fringe benefits for superintendents. Included are data on salary, length of contract and years of service, and other benefits, such as individual life insurance and annuity program, that are of particular relevance to the unique position of superintendent of schools. Highlights of the survey, by percentage figures, are provided, followed by an introduction describing the scope of the study and sample design. Thereafter, tables 1 through 30 present detailed summaries and distribution data for fringe benefit provisions tabulated by enrollment group, including data from all responding school systems. Table 31 reports by per pupil expenditure level the percentage of respondents providing the fringe benefits included in tables 1 through 30, and table 32 tabulates the same data on the basis of geographic locations. (TE)

ED 251 973   EA 017 384

Stallings, Jane

Effective Use of Classroom Time.

PUB DATE- Sep 84
NOTE- 47p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Classroom Communication; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Instructional Design; Instructional Development; Instructional Improvement; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; *Teaching Models; Teaching Styles; *Time Management; Time on Task

Beginning with general observations on the human element in excellent teaching that often goes unnoticed by researchers, this speaker provides a wide range of suggestions for making more effective use of class time. These suggestions pertain to monitoring time on and off task, classroom organization and planning, making assignments, clarifying expectations, improving distribution of materials, assigning seats, grouping students vs. working with individuals, working with groups, rules for behavior, interactive instruction, reviewing, organizing information, checking for understanding, reteaching, oral reading, summarizing, establishing a supportive environment, and monitoring student outcomes. A summary lists the advantages and disadvantages of some major teaching strategies: lecture, discussion, drill and practice, independent study, group investigation, laboratory approach, discovery, the learning center, simulation, behavior modification, performance-based learning activity packages, and "do-look-learn" (teacher-guided, small group instruction). References and handouts are included. (TE)

ED 251 616 CE 040 086

The Restaurant Manager/Headwaiter--A Professional Profile. Food and Beverage Service Level 2 Research Survey. A Report to the Curricula Advisory Committee

National Craft Curricula and Certification Board for the Hotel, Catering and Tourism Industry, Dublin (Ireland).

PUB DATE- 84

NOTE- 45p.; For a related document, see CE 040 087.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; *Curriculum Development; *Dining Facilities; Educational Planning; *Food Service; Foreign Countries; Hospitality Occupations; Hotels; *Job Skills; Job Training; Management Development; Postsecondary Education; Secondary Education; Tourism

IDENTIFIERS- Ireland; Restaurant Management; *Restaurant Managers; *Waiters Waitresses

This report profiles the activities and responsibilities of senior restaurant personnel (managers and headwaiters) in three industry sectors--hotels, upmarket restaurants, and popular/fast food outlets--in Ireland. It was commissioned by the National Craft Curricula and Certification Board in order to gather information that could be used for writing training curricula for these jobs. A sample of 25 senior-level restaurant employees was interviewed in 11 hotels, 11 restaurants, and 3 fast food establishments. Most of the persons interviewed were designated as managers. It was found that the activities and responsibilities related to supervisory, organizational, administrative, and communication skills were striking, as was their overall concern for hospitality. By contrast, traditional technical and operational skills were much more limited in their application. This information, in combination with the statistical and descriptive summaries that appear in the report, will be the working documents for the curricula working parties, who have the responsibility to prepare relevant and useful education and training materials in advanced dining room supervision and management. (KC)

ED 251 629 CE 040 209

Murphy, Carol; Jenks, Lynn
Getting a Job--What Skills Are Needed? Research Brief.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 20p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Communication Skills; Educational Needs; *Education Work Relationship; *Employer Attitudes; *Employment Potential; *Entry Workers; General Education; Higher Education; Job Application; Job Search Methods; Job Skills; Liberal Arts; Majors (Students); *Professional Occupations; Verbal Ability

Far West Laboratory conducted a series of interviews with employers to identify the characteristics of a successful applicant for entry-level professional employment. The job opportunities investigated were possible avenues of employment for college graduates in general studies fields, and did not include those requiring specialized degrees or courses of study. The employer sample of 48 persons represented the six largest employment areas in the San Francisco Bay Area (service, transportation, communication and utilities, finance and insurance, government, retail, and manufacturing) and included large and small companies and private and nonprofit organizations. The employers recommended that students get a "practical" minor such as business or computing, develop transferable skills, develop job-search skills, and get experience, possibly through internships, cooperative work programs, or volunteer work. Employers stressed that students need both functional and adaptive skills for entry-level employment. In the area of functional skills, they stressed communication and persuasion, organizational management, research and investigation, human service, information management, and design and planning.

Adaptive skills cited as important by employers were in the areas of aptitude, attitude, self-management, and work habits. Good verbal and written communication skills were often cited by employers as important qualities that many job applicants lack. College faculty who were shown the survey results responded that many of the skills desired by employers are already being taught in liberal arts courses, but that perhaps they could be made more specific and employment related. The professors saw no need to change the curriculum but thought that necessary skills could be incorporated with a change of attitude. (KC)

ED 251 642 CE 040 229

Gardner, Mary, Ed.; Reed-Mundell, Charlene, Ed.
Intelligence and Schooling. Fueling the Education Explosion: Proceedings of Conference 2 (Cleveland, Ohio, November 17-18, 1983).
Fueling the Education Explosion Conferences, Cleveland, OH.
PUB DATE- Jan 84
NOTE- 116p.; For related documents, see CE 040 228-230.
AVAILABLE FROM- Fueling the Education Explosion Conferences, 2155 Miramar Blvd., University Heights, OH 44118 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Artificial Intelligence; Career Education; *Computers; Conference Proceedings; *Educational Cooperation; Elementary Secondary Education; *Inplant Programs; *Intellectual Development; *Intelligence; School Business Relationship; Staff Development
IDENTIFIERS- *Corporate Support

These proceedings contain presentations from a conference whose major topics were real-world intelligence, artificial intelligence, and linkage between the education and corporate sectors. "People, Perspectives...Potential and Possibilities" (Elyse S. Fleming), which was the conference's closing speech, briefly summarizes the information presented at the conference. "New Directions toward Understanding 'Real World' Intelligence" (Robert Sternberg) suggests ways to broaden one's conception of intelligence. "Getting Steerage on the '80s" (Harold "Bud" Hodgkinson) looks at the increased amoung that businesses are expending on educating their own work force, new alliances the public schools are making with businesses and communities, and how to form more adaptive intelligence. "The Computer as Coach: Applying Artificial Intelligence to Education" (John Gallagher) discusses a new field in computing--artificial intelligence; the implications of this kind of programming for instruction; how computers can enhance intelligence; and how computers can be a tool to better understanding intelligence. A section entitled "Excerpts" contains action session summaries, transcriptions from a sharing session, and evaluations. An appendix provides brief descriptions of the conference sponsors, lists steering committee members, and presents acknowledgements. An addendum presents summaries of a panel on "Intelligence and Schooling," which was designed to discuss variables critical to the development of intelligence. (YLB)

ED 251 858 CS 208 720

Dunn, Saundra; And Others
The Teacher as Respondent to the High School Writer. Research Series No. 152.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-152
PUB DATE- Nov 84
NOTE- 32p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Observation Techniques; Classroom Techniques; *Creative Writing; High Schools; High School Students; Interpersonal Relationship; *Teacher Response; *Teacher Role; Teacher Student Relationship; *Writing Instruction; Writing Processes; *Writing Research

To support and substantiate the assertion that the relationship between teacher and students matters a great deal when written literacy is at stake, a case study was made of a teacher in one high school creative writing class during one semester. The intent was to learn more about the socially negotiated nature of school writing and to identify ways in which the teacher supported the acquisition process. Data were obtained through (1) field notes of classroom participant observation; (2) journals kept by the teacher containing his thoughts on the teaching of writing; (3) samples of naturally occuring student writing in the creative writing class; and (4) dialogue journals in which six student volunteers wrote with a researcher about their perceptions of the creative writing class. The data revealed that the teacher was not the sole audience for student writing or its formal evaluator. Using the writing contest as an "occasion for writing," the teacher helped students to write for audiences other than the teacher and for purposes beyond academic performance. As a teacher he enacted his role in several ways, including foreshadowing or providing context for the writing act, modeling the role of writer, motivating and providing resources to the student writer, creating the space within which writing can happen, and coaching by offering rhetorical strategies and encouraging responses to student efforts. (HOD)

Walter, Therese T.
Technical Assistance: Long Range Plan for School Improvement.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 8p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Change Agents; *Consultation Programs; Cooperation; *Educational Improvement; Elementary Secondary Education; Guidance; Instructional Improvement; *Long Range Planning; Management Development; Needs Assessment; Professional Services; Program Implementation; Retrenchment; School District Autonomy; State Departments of Education; State Programs; State School District Relationship; *Technical Assistance
IDENTIFIERS- *Long Range Planning for School Improvement PA

Section 2 of the 1980 version of Pennsylvania's Long Range Plan for School Improvement (LRPSI) might be characterized as a "catch-all." The technical assistant faces the task of making connections both within this section, entitled "Management Planning," and among the remaining four sections of LRPSI. The following directives for technical assistants may be derived from Section 2's major currents or themes: (1) communicate to district personnel the importance of management for the overall instructional program, (2) be aware of possible discrepancies between the planning and management skill levels assumed by LRPSI and the actual skill levels of district personnel; (3) help implement the degree and quality of the LRPSI process the district chooses according to its specific needs; (4) develop skills in managing declining resources; (5) help the district plan so that implementation can continue beyond LRPSI's

5-year term; (6) help the district fit existing skill levels in the technical assistance system to its own needs. Technical assistance agencies, LRPSI school districts, and Pennsylvania Department of Education planners must all work together in good faith on the management planning emphases contained in SEction 2 if LRPSI is to be successful. (JBM)

ED 251 915 EA 017 221

Small-Group Cooperative Learning. The Best of ERIC on Educational Management Number 76.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 5p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Elementary Secondary Education; *Group Dynamics; Interpersonal Attraction; Literature Reviews; *Small Group Instruction
IDENTIFIERS- *Cooperative Learning

Annotations from 12 entries in the ERIC database were selected as significant and useful sources of information about small-group cooperative learning. Five of the citations are literature reviews. Among these is a meta-analysis, drawn from 217 studies, about the effects of cooperative learning on student achievement and interpersonal attraction; the analysis also identifies ways to improve and diversify future research. Another literature review cited is a monograph that integrates research findings, based on over 200 items, concerned with student achievement and intergroup relations as two of the major outcomes of cooperative learning. Techniques for implementing small-group instruction are provided in four annotations. A handbook for teachers provides step-by-step procedures for setting up cooperative learning situations; another annotation provides guidelines that teachers and students must follow if they expect small-group instruction to be successful. Finally, three research studies are described, one of which is a long-term study of cooperative learning strategies in elementary grades. (MLF)

ED 251 959 EA 017 368

Education Block Grant Alters State Role and Provides Greater Local Discretion. Report to the Congress of the United States.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO/HRD-85-18

PUB DATE- 19 Nov 84

NOTE- 95p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (1 to 5 copies, free).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Administrator Attitudes; *Block Grants; Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal State Relationship; Government Publications; *Government School Relationship; *Program Evaluation; Program Implementation; Public Schools; *School District Spending; State Departments of Education; State School District Relationship; Tables (Data)

IDENTIFIERS- *Omnibus Budget Reconciliation Act 1981

The Omnibus Budget Reconciliation Act of 1981 consolidated numerous federal programs into the education block grant and shifted primary administrative responsibility to states. States have to develop a formula to distribute 80 percent of their block grant funds to local education agencies, which have virtually complete discretion in deciding the use of funds. States have wide latitude in using the remaining 20 percent. Enrollment was a key factor for distributing funds to local agencies, but the formulas developed by the 13 states visited by the Government Accounting Office (GAO) varied greatly. Local education agencies spent over half of their school year 1982-83 funds on instructional materials and equipment. Of funds retained by the states, over 55 percent were reportedly used for education improvement and support services--essentially the same areas that were supported by the prior categorical programs. States made limited changes to organizational structures and procedures for managing the block grant. Overall, local education officials viewed the block grant as a more desirable way of funding education programs, while most interest groups that provided GAO information viewed it as less desirable. State officials were divided concerning the desirability of the block grant concept. (MLF)

ED 251 589 CE 037 369

California Adult Student Assessment System (CASAS) Project. Final Report 1982-83.

California Adult Student Assessment System Consortium, San Diego.; San Diego Community Coll. District, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 83
NOTE- 141p.; For related documents, see ED 212 326, ED 249 239 and CE 040 214.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Adult Basic Education; *Adult Students; Competence; Competency Based Education; English (Second Language); Field Tests; High School Equivalency Programs; *Material Development; Program Development; Program Effectiveness; Program Implementation; Questionnaires; *Screening Tests; Statewide Planning; Student Certification; *Student Evaluation; Student Placement; *Test Construction
IDENTIFIERS- 310 Project; *California Adult Student Assessment System

The California Adult Student Assessment System (CASAS) Project was undertaken at San Diego Community College to provide effective assessment materials and procedures for placing, measuring the achievement of, and certifying the attainment of competencies by adult students enrolled in adult basic education (ABE) and English as a second language (ESL) as well as high school completion programs. During the project, a consortium that included representatives from five western states met to develop a set of placement, achievement, and certification tests based on district-adopted competency statements. The consortium identified a core of life skills competencies that focused on the needs of non-native speakers of English. Following a field test of several currently available placement and certification instruments, the consortium developed the CASAS. To date, the CASAS has undergone several field tests and is being continually reviewed at monthly consortium meetings. (Appended to this report are the CASAS competency code list, sample item bank information, scale and score information and selected statistics dealing with ABE pre- and posttests, CASAS field test demographic data, and the revised CASAS curriculum matrix.) (MN)

ED 251 603 CE 039 773

Schuster, Michael H.
Union-Management Cooperation. Structure, Process, Impact.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-024-4

PUB DATE- 84
NOTE- 248p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($12.95; hardcover ISBN 0-88099-023-6--$17.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Case Studies; Cooperation; *Cooperative Programs; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Improvement Programs; *Labor Relations; Models; Performance; *Productivity; Program Effectiveness; Program Implementation; Research Methodology; Success; Union Members; *Unions
IDENTIFIERS- *Quality Circles; *Quality of Working Life

Intended for students, practitioners, policymakers, and academicians in personnel and industrial relations, this book presents findings of a 5-year study of joint union-management programs to improve productivity. Chapter 1 underscores the growth and importance of union-management cooperation and discusses union and management attitudes toward cooperation. Chapter 2 presents an overview of theories and discusses the models of change and cooperation in unionized settings employed to guide this research and the specific research issues treated. Chapter 3 details research design, measures of study variables, and analytical techniques employed; and summarizes characteristics of the 38 research sites and methodological findings. Chapter 4 describes structural characteristics of the six types of interventions studied: Scanlon, Rucker, and Improshare Plans; Labor-Management Committees; Quality Circles; and Quality of Worklife Programs. Chapter 5 deals with results of the process leading to cooperation and some of the conditions necessary to implement and maintain a cooperative program. Chapter 6 presents the results of the analysis of performance at the research sites. Some of the time-series data sets on these variables are as long as 8 years. Eleven case studies highlight significant issues involved in the practice of cooperative union-management relations. Chapter 7 summarizes research methodology and findings and offers a future research agenda. Findings, found in chapters 4-6 and summarized in chapter 7, indicate that: (1) the six interventions vary significantly in philosophy. (2) No intervention is a substitute for competent management, good union-management relations, or responsible union leadership. (3) Bonus formulas are an excellent means of equitably sharing organizational improvements. (4) The cooperative process requires neutrals and consulting expertise. (5) Unions have less confidence in the cooperative process than management. (6) Union-management cooperation can lead to significant improvements in productivity. (7) There is a need to study unsuccessful cases. In addition, through this research, seven areas for future research and investigation have been identified and are listed in the concluding pages. (YLB)

ED 251 656 CE 040 261

Masonry. Progress Record, Theory Outline.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- Sep 83
NOTE- 34p.; For related documents, see CE 040 262.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; Course Content; Course Descriptions; High Schools; Industrial Arts; *Job Performance; Job Skills; *Masonry; Recordkeeping; Safety; *School Shops; Secondary Education; Student Evaluation; *Student Records; *Trade and Industrial Education

Intended to reduce unnecessary paper work on the part of the shop instructor in a masonry course, this job assignment book offers a simplified method of keeping student records up-to-date. It lists theory objectives and specific objectives for masonry courses in grades 10, 11, and 12. To help the instructor in planning and organizing in advance, a theory outline is offered that covers 19 topics, including introduction, occupational safety, masonry materials, masonry tools, layout, masonry walls, bonds and patterns, solar construction, reinforced masonry construction, arch construction, fireplace construction, masonry estimating, lintel and beam installation, door and window frames, repair and maintenance, and customer relations. Space is provided for each topic to indicate lesson plan number and dates scheduled, presented, and tested. Other contents include instructions for recording student progress on the shop progress records; a record/form with areas for student name, tool check number, locker number, and text number, and grades; and shop progress records. The shop progress records identify the operations/skills that the student in a masonry course is expected to learn and provide a space in which the instructor records student progress as (1) instructed, (2) practiced, or (3) proficient. (YLB)

ED 251 699 CE 040 351

Singer, Norman M., Comp.; And Others
A Recap of the Seventh Nationwide Vocational Education Dissemination Conference: Excellence for the Information Age (7th, Columbus, Ohio, November 13-15, 1984).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 136p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Competency Based Education; Conference Proceedings; Databases; *Diffusion (Communication); Educational Assessment; *Educational Change; Educational Improvement; Educational Innovation; Educational Resources; *Information Dissemination; *Information Sources; Models; Networks; Postsecondary Education; Program Descriptions; *Program Improvement; Secondary Education; Technological Advancement; *Vocational Education

This document recapitulates the seventh in a continuing series of annual, nationwide vocational education dissemination conferences. As a record of conference activities and a guide to available resources, information, and programs across the country, this recap is intended to serve both conference participants and a general audience of vocational educators. Following the executive summary and introduction is an overview of all conference events that provides the title of each topical session and the names of presenters. Sessions reported later in the conference agenda are indicated. Annotations of the 46 topical sessions (presentations, workshops, and seminars) are then presented. The thematic emphasis of the sessions is on a diversity of tools, techniques, and exemplars for helping vocational educators achieve programmatic excellence in an information age, including databases and retrieval systems; networks, resource centers, and program improvement organizations; microcomputer courseware; and techniques to develop exemplary program improvement products. Annotations follow the sequence of the conference agenda; repeated sessions are indicated. Many session annotations make reference to particular information pieces, handouts, and exhibit materials, which are presented sequentially in appendix A. Appendix B is a list of all conference participants and presenters and their addresses and telephone numbers. (YLB)

Plummer, Nancy; Michael, Nancy, Ed.

Diuretics.

Indiana Univ., Bloomington. Vocational Education Services.

SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 16p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Cardiovascular System; Continuing Education; *Drug Therapy; Drug Use; *Heart Disorders; *Hypertension; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- *Diuretics; Kidney Disease; Urinary System

This module on diuretics is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the structure and function of the kidney, commonly used drugs from the diuretic group and their actions and implications in the treatment of congestive heart failure, and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a vocabulary list, a worksheet, a chart of commonly used diuretics, and a diagram of the urinary system, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 727 CG 017 855

Schiamberg, Lawrence B.; And Others

The Support Systems of Aging Widows: A Review of Research and Educational Implications.

PUB DATE- 27 Apr 84
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Educational Needs; *Females; Individual Needs; Intervention; Literature Reviews; *Older Adults; Self Concept; *Social Support Groups; *Widowed

This paper reviews the literature on the support systems of aging widows from an ecological perspective which includes personal resources, current assets as resources, and personal and group relationships. In the section on personal resources, research in the areas of the self, education, age, and race is reviewed. In the section on current assets, studies on widows' living arrangements, health, and economic support are explored. In the section on personal and group supports, the research on family, kin groups, friends and neighbors, and community supports is reviewed. Implications for education are discussed based on the literature review, including education on death and widowhood, and an increased feminist awareness. Interventions are proposed which emphasize the possibilities for change, especially in the area of widows' self-concepts. Recommendations focusing on the need for an ecological perspective, and self-help approaches to educating older widows are proposed. (BL)

ED 251 742   CG 017 870

Strack, Fritz; And Others
The Bad Effects of the Good Old Days: Time Perspective, Hedonic Quality and Judgements of Subjective Well-Being.
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- May 84
NOTE- 18p.; Paper presented at the Meeting of the European Association of Experimental Social Psychology (Tilburg, The Netherlands, May 1984).
GRANT- Schw-278/2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Etiology; Evaluation Criteria; *Evaluative Thinking; Foreign Countries; Higher Education; Life Satisfaction; Recall (Psychology); *Self Evaluation (Individuals); *Time Perspective; *Well Being
IDENTIFIERS- Happiness; Life Events; West Germany

Comparison processes play an important role in any kind of judgment, including judgments about one's well-being. To find out how information about one's own life influences judgments of well-being, two experiments were conducted with a sample of 52 students. It was hypothesized that spatial, temporal, and social distance would influence judgments. Students were asked to list three positive and three negative present or past life events. Most events involved academic achievement or interpersonal relationships. Analysis of results indicated that subjects described themselves as happier and more satisfied if the activated events were positive in the present condition or negative in the past condition. The findings confirmed that life events are more likely to be used as comparison standards if they are temporarily distanced from the past life condition. A second experiment examined the effect of the way in which people think about life events. Subjects were asked to recall only one event, detailing precisely how the event developed, or why it occurred. Results showed that in the how condition, subjects were happier if they had to describe a positive event, while in the why condition they felt happier if the event was negative. These findings suggest that events that are vividly and concretely imagined (the how condition) influence subjective well being in the direction of their hedonic quality. (JAC)

ED 251 756 CG 017 884

Manese, Jeanne E.; Fretz, Bruce R.

Relationship between Black Students' Racial Identity Attitudes and Vocational Exploration.

PUB DATE- Aug 84
NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Attitudes; *Black Students; Career Choice; Career Development; *Career Exploration; *Ethnicity; Females; Higher Education; Literature Reviews; Sex Differences
IDENTIFIERS- *Vocational Identity

Previous research has shown that blacks tend to be concentrated in a narrow range of occupations. While social barriers are recognized as influencing this pattern, constricted patterns of career development also emerge in early exploratory stages prior to career choice. To investigate whether black students' level of vocational identity foreclosure and quality of career exploration attitudes could be predicted from racial identity attitudes, 21 male and 21 female black undergraduates completed a questionnaire which consisted of the Racial Identity Attitude Scale; the Career Appropriateness Questionnaire; the Career Exploration Scale from the Career Development Inventory; and a personal data sheet. Multiple regression analyses indicated that the overall racial identity attitude model was not a significant predictor of vocational identity foreclosure or career exploration attitudes for the total sample. In further analyses, the regression model was found to be a significant predictor of the level of vocational identity foreclosure for black females. The findings suggest the importance of encouraging career exploration for black college women to guard against premature vocational identity foreclosure. (A review of the literature on black career development and black identity is included in an appendix.) (Author/JAC)

ED 251 771 CG 017 900

Paskewicz, Charles W.; Clark, Robert D.
When Behavioral Consultation Fails...
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Change Strategies; *Consultants; Content Analysis; Counselor Teacher Cooperation; Elementary Secondary Education; Interpersonal Communication; *Language Styles; School Psychologists; Teacher Attitudes
IDENTIFIERS- *Resistance to Change

Paskewicz (1984) believes that the language individuals use conveys information about the possibility of change, independent of content. To test this notion, consultant-consultee verbal interactions were analyzed. Advanced doctoral students in school psychology (N=4) served as consultants; consultees were 19 parochial school teachers each of whom presented at the first consulting session a behavioral problem related to an individual child. The interviews were taped, and judgments of goal attainment were based on teachers' self-reports of whether or not they implemented the consultant's plan. Results showed that consultants made significantly fewer language-structure errors, i.e., they used significantly fewer judgmental adjectives, fewer abstract nouns as explanations, and fewer "shoulds" and their equivalents than their teacher-consultees. Also, a significant negative relationship was found between the rate of teacher-consultee language structure errors and the attainment of the goal of consultation. Consultees who used fewer "shoulds," adjectives, and abstract nouns were more likely to solve the problems they presented in the consultation session. (Author/JAC)

Johnson, Dale D.; And Others
A Field Assessment of Vocabulary Instruction in the Elementary School Classroom. Program Report 84-3.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 32p.

GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Elementary Education; Elementary School Teachers; Reading Achievement; Reading Instruction; *Reading Research; Small Group Instruction; *Teaching Methods; *Vocabulary Development

A study was conducted to assess the emphasis that elementary school teachers place on teaching vocabulary. The survey, distributed to 359 teachers in 7 school districts around the country, was completed by 228 teachers of grades one through five. Questions were directed at vocabulary instruction within the reading program as well as within the total curriculum. An important focus of the survey was to determine whether classroom teachers differentiate vocabulary instruction based on the ability levels of their reading groups. The results indicated that the teachers did place a high priority on vocabulary instruction, both prior to having the student read a basal passage and in content area instruction. Direct vocabulary instruction as a separate instructional area, however, was not a high priority. Of the teachers surveyed, 52% reported that they do not allocate any time specifically to vocabulary instruction as a separate subject. The teachers appeared to take into account the ability level of the reading groups when planning vocabulary instruction for their reading program. Contrary to other research findings, low ability readers were reported as receiving as much (or more) vocabulary instruction prior to reading a passage as average or above average readers. (Author/HTH)

Bloome, David

Gaining Access to and Control of Reading and Writing Resources: K-8. Final Report.

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Oct 84
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Resources; Elementary Secondary Education; Ethnography; Language Processing; *Reading Instruction; Reading Research; *Resource Allocation; Sex Differences; *Use Studies; *Writing Instruction; Writing Research

Building on previous ethnographic research on middle school students' reading and writing activities, a study examined the continuity and change in students' use of, control of, and access to reading and writing resources from kindergarten through grade 8 in an elementary school, a middle school, and the community. Reading and writing resources were defined as physical resources (pencils, pens, paper, books, and erasers) and linguistic task framework resources (the set of constraints on what and how something is read or written). Findings were reported in five major areas: the locus of reading and writing resources; reading and linguistic task framework resources; economic philosophies underlying gaining access to the resources; sex differences in the use of, control of, and access to those resources; and nonclassroom reading and writing resources. Among the findings were the following: (1) as students progressed from kindergarten to grade 8, the location of physical resources increasingly became the individual student, whereas the location of linguistic task framework resources remained with the teacher and the curriculum materials; (2) linguistic task framework resources were characterized by text reproduction, short text-based answers, and cataloging; (3) the economic philosophies inherent in the distribution of the resources were derived from school district policies and influenced by classroom management issues; (4) in the middle school grades, female students brought more supplies to school than male students; and (5) relatives and friends were the major sources of books. (HOD)

ED 251 845 CS 208 698

Seminoff, Nancy Wiseman; Elliott, Brownlee
Understanding Literature: Questions to Consider.
PUB DATE- 81
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthologies; *Content Analysis; English Instruction; Grade 11; High Schools; Instructional Materials; Literary Genres; *Questioning Techniques; *Textbook Evaluation; Textbook Preparation; *Textbook Research; *United States Literature

Since the questions included in literature anthologies play a key role in the high school English class questioning process, a study examined the questions in four eleventh-grade American literature anthologies. The anthologies met the following criteria: textbooks (1) contained selections organized chronologically, (2) were major compilations in hard cover, (3) were edited by one or more major editors, (4) contained questions in the student edition, and (5) were recognized by their competitors as leaders in the field. Four fiction and four nonfiction selections were randomly selected from each anthology; 8 to 14 poems per anthology were selected. All of the questions that accompanied each selection were classified by levels of meaning (literal, interpretive, or applied), and rated on a five-point scale for clarity, objectivity, structure, and sequence. The analysis revealed that the textbook questions in general were weak in both clarity and structure. In addition, the texts were all weak in sequence. There was also a preponderance of interpretive questions. As was expected, there were significant differences in objectivity among texts and among genres. One text had a significantly lower rating on objectivity than the other three. Questions concerning poetry had a lower rating on objectivity than the genres of fiction and nonfiction. The findings led to the conclusion that textbook editors need to give greater priority to the writing of high quality textbook questions. (HOD)

ED 251 873 CS 504 782

Curtis, Dan B.

Marketing the Training Course On- and Off-Campus.

PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Departments; Enrollment; *Enrollment Influences; Higher Education; *Marketing; Needs Assessment; Speech Communication; *Speech Curriculum; *Student Recruitment
IDENTIFIERS- Central Missouri State University; *Market Research

For an academic department to successfully compete for resources today, it must keep its enrollments up by actively marketing its courses. The "minimal marketing" strategy used in the past, where departments designed programs and simply waited for students to appear, is no longer effective. At Central Missouri State University the department of communication has adopted a "balanced marketing" strategy to promote its courses. This strategy strikes a balance between minimal and aggressive marketing. It assures a quality product and reasonable promotion efforts to achieve high product adoption and high consumer satisfaction. Course design is based on a needs assessment, and the course is promoted among the constituencies that expressed the need. The marketing of a communication training course is a case in point. It is promoted in a variety of ways, including (1) guest appearances by the department chairman in public speaking and interpersonal courses to discuss the need for communication training; (2) flyers describing degree programs in communication given to students; (3) classroom discussion in each course of departmental offerings for the next semester; (4) memoranda about the course circulated to all departmental chairpersons, graduate advisors, and selected students; and (5) lunches with academic advisors who handle student course enrollment. Marketing the course off-campus is likely to be the next step for futurists say that educational institutions will soon be heavily engaged in training and retraining programs. These will have to be tailored to meet the needs of government agencies and large corporations. (Appendixes contain samples used to promote the materials course.) (RBW)

ED 251 946 EA 017 353

Fringe Benefits for Administrators in Public Schools, 1983-84. Part 2 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 84

NOTE- 48p.; For parts 1 and 3 of this survey, see EA 017 352, and EA 017 354.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21700; $26.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; *Fringe Benefits; Health Insurance; Leaves of Absence; Personnel Policy; Retirement Benefits; School District Size; *School Statistics; *School Surveys; *Tables (Data); Vacations

IDENTIFIERS- *National Survey Fringe Benefits Public Schools

The fifth biennial National Survey of Fringe Benefits in Public Schools focuses on a wide range of fringe benefit practices offered all professional personnel. Data were collected from a national panel sample stratified by enrollment size; they are reported separately for large, medium, small, and very small systems, for five levels of per pupil expenditure, and for eight geographic regions. This volume, part 2, reports fringe benefits received by administrators (other than the superintendent) for school year 1983-84 in the 1,064 school systems that responded to the survey. The 24 summary tables included in this volume provide detailed summaries of fringe benefit provisions tabulated by enrollment size of the reporting systems, with the last two providing more general summaries of the fringe benefit data tabulated by per pupil expenditure level and by geographic location of the responding systems. Highlights of the survey, by percentage figures, are provided initially, followed by an introduction describing the scope of the study and sample design. (TE)

ED 251 974 EA 017 385

Gips, Crystal J.; Bredeson, Paul V.
The Selection of Teachers and Principals: A Model for Faculty Participation in Personnel Selection Decisions in Public Schools.
PUB DATE- Apr 84
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Reserach Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; *Decision Making; Discipline; Elementary Secondary Education; Employment Interviews; *Personnel Selection; *Principals; Rural Schools; Staff Utilization; Surveys; *Teacher Selection; Urban Schools

An exploratory study focused on teacher participation in the decision-making processes of personnel selection in public schools. A stratified random selection procedure was employed to select a sample of public school teachers (kindergarten through 12th grade) in a large midwestern state. The survey was mailed to a total of 305 teachers, 60 percent of whom responded to the questionnaire. Results indicated that teachers are rarely involved in the selection of teachers or principals. Teachers in rural districts reported the highest levels of participation. Teacher satisfaction with teacher selection is reported, as well as teacher satisfaction with principal selections. In response to questions about interest in participating in the selection of teachers and principals, teachers indicated a strong tendency for participation. Six conclusions that have important implications for personnel selection practices and for further research areas are presented. A model for meaningfully involving teachers in personnel selection practices is included, showing how both teachers and administrators can contribute to the process. Also included is an annotated list of references. (MD)

ED 251 670 CE 040 281

Allied Health Occupations II. Dental Assistant Component. Student Learning Guide. Middletown Public Schools Curriculum Standards.

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

PUB DATE- 84

NOTE- 30p.; For related documents, see CE 040 275-280. Document contains light type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; Anatomy; Behavioral Objectives; *Biomedical Equipment; Check Lists; Classroom Techniques; Course Descriptions; Curriculum; *Dental Assistants; Dentists; Employment Qualifications; *Equipment Utilization; Job Skills; *Laboratory Procedures; *Medical Services; Physiology; Prerequisites; School Districts; Secondary Education; Student Evaluation

IDENTIFIERS- *Dental Equipment; Histology; Odontography

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with a practical understanding of the work done by dentists, dental hygienists, dental laboratory technicians, and dental assistants and also to help students acquire some basic dental assistant skills. Addressed in the individual units of the course are the following topics: the nature and scope of the job of the dental assistant, dental anatomy and physiology, dental histology, odontography, dental equipment and care, and laboratory techniques. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan. Concluding the volume are a list of student lesson assignments, a sample training site plan, and a sample student evaluation checklist. (MN)

ED 251 931 EA 017 275

Strueber, June E.
Setting Up an Advanced Placement Program.

PUB DATE- 23 Apr 83
NOTE- 7p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Placement Programs; High Schools; Program Development; *Program Implementation; Student Placement; Teacher Selection

This presentation suggests methods for selecting teachers and students for high school advanced placement courses, presenting the course material, and preparing students for examinations. It also discusses some materials that can be used in an advanced placement English course and considers some problems of curriculum revision that can arise when a district decides to offer advanced placement courses. (PGD)

ED 251 617 CE 040 087

National Kitchen Research Survey. A Report to the Curricula Advisory Committee.

National Craft Curricula and Certification Board for the Hotel, Catering and Tourism Industry, Dublin (Ireland).

PUB DATE- 84

NOTE- 84p.; For a related document, see CE 040 086.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cooking Instruction; *Cooks; *Curriculum Development; *Dining Facilities; Educational Planning; Food; *Food Service; Foods Instruction; Foreign Countries; *Hospitality Occupations; Hotels; *Job Skills; Job Training; Postsecondary Education; Secondary Education; Tourism

IDENTIFIERS- *Ireland

In 1983, as part of its overall review of [illegible] catering education and training in Ireland, the National Craft Curricula and Certification Board commissioned a nationwide research study of the trends and developments in professional kitchen practice in all sectors of the hotel and catering industry. The study was conducted through interviews with 128 head chefs and 108 junior kitchen staff in hotels, hospitals, caterers, bars, restaurants, and carriers. The study sought to determine what features characterize the contemporary culinary product of the hotel and catering industry, what processes and practices are prevalent in preparing this culinary product, and what skills, knowledge, and attitudes are relevant to the preparation of this culinary product. Some of the main findings of the study were as follows: (1) the range of dishes offered is generally limited and unimaginative, although certain sectors do continue to feature more creative dishes; (2) cookery principles applied in the preparation of dishes are limited; (3) freshly prepared soups and sauces are more widely used than their convenience equivalents, although the use of convenience products is frequent; (4) traditional buffet presentations are infrequent and tend to be found in hotels only; (5) there is a trend in all sectors toward the provision of simple meals; (6) volume is of vital significance in certain industry sectors; (7) chefs are actively involved in menu compilation; (8) traditional kitchen organization is very unusual in Ireland; and (9) traditional skills are employed to a limited extent. The findings of the study will be used for curriculum revision for the chef and kitchen workers programs in Ireland. (KC)

ED 251 630 CE 040 210

Peterson, Robert M.
Developing Good Workers. Research Brief.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 82
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *Education Work Relationship; Employee Attitudes; *Employer Attitudes; *Employment Potential; *Entry Workers; Higher Education; High Schools; Job Skills; *School Role; Unskilled Occupations

Developing the productive capacities of students is a valid function of schooling and is not in conflict or competition with other educational purposes, such as academic excellence. Employers and young workers in the San Francisco Bay area noted attributes that workers need for success in entry-level unskilled or junior professional jobs. These attributes include basic skills; functional skills such as problem solving, learning and inquiry, interpersonal competence, and task management; social knowledge; social maturity; self-development; and work content skills. Such attributes can be acquired through academic studies if the school is organized and managed as a workplace in which learning is the work to be performed. Adolescent work experience in the commercial world is of limited value in fostering productive capacity and may have the contrary effect. When planned and carried out with appropriate educational supports, direct experience in non-school workplaces can make significant contributions to the development of productive capacity. The development of general skills, understanding, and habits of conduct should be recognized as legitimate and essential preparation for productive adult employment and should receive higher educational priority than the development of specialized occupational skills. (KC)

ED 251 643 CE 040 230

Gardner, Mary, Ed.; Reed-Mundell, Charlene, Ed.
Career Opportunities for the Future. Fueling the Education Explosion: Proceedings of Conference 3 (Cleveland, Ohio, March 29-30, 1984).
Fueling the Education Explosion Conferences, Cleveland, OH.
PUB DATE- Mar 84
NOTE- 135p.; For related documents, see CE 040 228-229.
AVAILABLE FROM- Fueling the Education Explosion Conferences, 2155 Miramar Blvd., Cleveland, OH 44118 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Colleges; Conference Proceedings; *Educational Change; Educational Improvement; Education Work Relationship; *Employment Opportunities; *Employment Projections; Entrepreneurship; Futures (of Society); Higher Education; Industrial Training; Industry; *Long Range Planning; Medical Services; Service Occupations; *Statewide Planning; *Technological Advancement; Two Year Colleges; Unemployment; Vocational Education
IDENTIFIERS- *Ohio

These proceedings contain 12 presentations from a conference which focused on forecasts of jobs in the 1990s and into the 21st century. The keynote address (Marvin Cetron) shows the need for reform in the American education system with illustrations drawn from the economic and employment situations in foreign countries. He makes predictions of economic trends and suggests improvement in the areas of educational level, training for computer literacy, and increased teacher salaries. Five corporate executives (Fred Buck, Norman Bliss, Randolph G. Coleman, Arden Bement, and Allen Olgiate) discuss current and future employment in their respective fields: health care, entrepreneurship, services industry, industry, and high technology industry. Three educators (Larry Coon, Ronald Zambetti, and Lewis Patterson) describe the state of the art in industrial training within McDonald's, directions that two-year institutions in Ohio are taking to respond to students' educational needs, and ways that colleges and universities are planning for the future. Three representatives of Ohio Governor Richard F. Celeste (Gary Holland, Roberta Steinbacher, and Ray Lorello) outline the "strategic plan" for putting Ohioans back to work. (YLB)

ED 251 685 CE 040 316

Rozman, Frank E.; Kahl, Michael D.
Improving Counselors' Delivery of Career Guidance/Instructional Services through Computer Technology: A. High School Study. B. University Study. Final Report.
Millersville Univ., PA. Career Planning and Placement Center.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Education; *Career Guidance; College Freshmen; *Computer Oriented Programs; *Counseling Effectiveness; Counseling Techniques; *Counselor Attitudes; Educational Research; Grade 11; Higher Education; High Schools; Microcomputers; Pretests Posttests; *Vocational Maturity
IDENTIFIERS- *Computer Assisted Guidance

Six high schools and Millersville University implemented the microcomputerized Discover II Career Guidance system. Subjects for the high school study were 386 juniors in six high schools within a 25-mile radius of Millersville University. Subjects were divided into control, Discover/directive counseling, and Discover-only groups. Pre- and post-tests measured career maturity. Post-tests surveyed career development activities. Pre- and post-tests surveyed counselor attitudes toward delivery of career guidance using microcomputer technology. Structured observations were conducted to assess counselors' incorporation of computer technology into career guidance. Discover II had a positive effect on career maturity, especially when combined with directive counseling. Counselors who used Discover II exhibited a more positive attitude toward computer technology. In the university study, use of Discover II was initiated at the Career Planning and Placement Center. Subjects were 87 freshmen enrolled in a course offering career assistance. The 10 sections were divided into control, Discover/directive counseling, and Discover-only groups. Pre- and post-tests measured subjects' career development and maturity. Discover II had a positive effect on career maturity and development, especially when combined with directive counseling. (Appendixes for both reports include forms, instruments, and survey

results.) (YLB)

ED 251 787 CS 007 622

Day, Jeanne D.; Engelhardt, Jean

The Interaction of Knowledge and Text Structure on the Ability to Identify Main Ideas in Texts. Content Knowledge and Reading Comprehension.

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 83
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Content Area Reading; Elementary Secondary Education; Knowledge Level; *Language Processing; *Prior Learning; Reading Processes; *Reading Research; *Recall (Psychology); Schemata (Cognition); Study Skills
IDENTIFIERS- Text Structure

Two studies examined how the factors of content-relevant knowledge and text organization influence students' abilities to study and to remember text information. The first experiment examined the effect of prior content knowledge on students' ability to identify important information in the text. Forty 7th- and forty 11th-grade students, experts and novices in baseball, read two texts, one on baseball and one on a less familiar topic. They then selected those segments of each text that they wished to have available to them as they tried to recall the entire texts. Experts in baseball selected the more important segments from the baseball texts, and they recalled more of the baseball texts than did the nonexperts. In the second experiment, the effect of prior knowledge on students' recall within and outside their domain of expertise and the effects of different text organizations (topic sentence placement and availability) within topic domains were examined. Subjects were 96 students from grades 5, 8, 11, and college. Results showed that students recalled more important information than unimportant, and

more information within their domain of expertise than without. Neither topic sentence placement nor topic sentence availability influenced students' recall. The results of these experiments suggest that students who have prior content knowledge about a topic study more strategically and recall more from texts on that topic than students who lack such content knowledge. (Author/HTH)

ED 251 816 CS 007 875

Reading Achievement--Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 15p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Beginning Reading; Cognitive Style; Doctoral Dissertations; Elementary Secondary Education; Family Influence; Higher Education; Learning Processes; Readability; Reading Ability; *Reading Achievement; Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Reading Research; Story Telling

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effect of the single-parent family on reading comprehension and attitude toward reading; (2) the relationship between first grade children's reading achievement and their performance on selected metalinguistic tasks; (3) the relationship between the ability to categorize level of concept used and reading achievement; (4) the effects of color and print size on readability; (5) the relationships of the chronological age, psychological type, and reading comprehension of college students; (6) the relationship between selected schooling inputs and processes and gains in elementary school pupil achievement in reading, language arts, and mathematics; (7) the influence of an auditory approach using recorded story telling sessions to improve reading performance; (8) the impact of preschool programs and home factors on the reading readiness of first grade learners; (9) an investigation of physical setting in narrative discourse and its influence on the reading comprehension and reading interest of elementary school students; (10) the effectiveness of direct decoding training for the improvement of achievement with beginning readers; and (11) the effects of visual organizers on learning and retention. (HOD)

ED 251 859 CS 208 721

Olson, Nancy L. Galles

An Annotated Bibliography of the Literature Dealing with the Importance of Integrating a Children's Literature Program into the Elementary Language Arts/Reading Curriculum.

PUB DATE- Nov 83
NOTE- 60p.; Study prepared as an Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Curriculum Development; Educational Research; Integrated Activities; *Integrated Curriculum; *Language Arts; *Literature Appreciation; *Reading Improvement; *Reading Instruction

Noting the general agreement among reading authorities that one of the most effective methods of encouraging children to read comes from exposing them to children's literature and related activities, this paper presents an extensive literature review of materials dealing with the subject. Following an introductory section that details the goals and objectives of the literature review and provides a glossary of terms used in it, the bulk of the paper contains annotations of books, journal articles, ERIC documents, dissertations, and other materials pertinent to the subject. The paper concludes with a summary of findings revealed by the review and a rationale for developing curricula that integrate children's literature into language arts/reading instruction. It is recommended that: (1) elementary teachers assume responsibility for integrating a planned, response oriented children's literature program into the language arts/reading curriculum; (2) all children have the opportunity to respond to a wide range of children's literature taking into account their needs and interests; (3) all

children have the opportunity to select a portion of their reading material; and (4) elementary children be provided with classroom opportunities to engage in higher literacy experiences involving children's literature. (FL)

ED 251 888 CS 504 802

Ritter, Kurt; Hellweg, Susan A.
Influences on Presidential Campaign Debating: The Incumbency Factor.
PUB DATE- May 84
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984). Two appended tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Content Analysis; *Credibility; *Debate; Elections; *Persuasive Discourse; Presidents; Public Speaking; Speech Communication; Speech Skills
IDENTIFIERS- Audience Response; Debate Format; *Presidential Candidates; *Presidential Debates

An important influence on a presidential candidate's debating style, the "incumbency factor," has been largely ignored by researchers. An analysis of the argumentative style of incumbents, based on the 1976 and 1980 presidential debates, has isolated three distinguishing characteristics: (1) presidential incumbents tend to avoid extended debate with their opponents; (2) incumbents employ a declarative style of debating, tending to make assertions without evidence or analysis; and (3) incumbents focus on the status quo to the neglect of the future. The analysis also suggests that incumbents' debating styles manifest these qualities because the debate topics focus on their records, because incumbents try to capitalize on their "presidential" status, and because presidents have acquired a preference for arguing from their own authority. The argumentative style of incumbents has proven ineffective in presidential debates for at least three reasons. First, debating calls for well-developed arguments rather than a series of assertions backed with the ethos of the presidency. Second, much of the appeal of a campaign debate is rooted in its conflict. An incumbent who avoids direct debate is unlikely to impress his audience. Third, debates involving incumbents are likely to center on their past record rather than on their vision of the future. The analysis suggests that incumbents who ignore the differences in debating styles between incumbents and challengers do so at great risk to themselves. (RBW)

ED 251 903 EA 016 623

Wallace, Richard C., Jr.

The Role of Staff Development in Long Range Planning for School Improvement.

Pittsburgh Univ., Pa. School of Education.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 82

NOTE- 9p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).

GRANT- 778250

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Achievement; *Administrator Role; Attitude Change; Behavior Change; *Change Strategies; Discipline; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Inservice Education; *Instructional Improvement; Leadership; *Long Range Planning; Management Development; Program Implementation; School Effectiveness; Teacher Effectiveness; Teacher Role; Teachers

IDENTIFIERS- *Long Range Planning for School Improvement PA

School administrators in the 1980's must learn to provide stronger instructional leadership to improve student achievement and restore public confidence in education. School improvement will occur, however, only as a result of changes in attitudes, perceptions, and behaviors. Only when teachers have worked out their own concerns regarding a given improvement strategy will they be able to effectively implement that strategy in the classroom. The school improvement planning process requires identifying the general problem, delineating goals and objectives, generating and evaluating alternative solutions, preparing activities to achieve the desired school improvement, designating staff to carry out the plan, and monitoring the plan's effectiveness. Amid the current climate for public education, school improvement activities will have to focus on the devlopment of an "older teaching staff" that may not include the most effective professionals. For the immediate future, staff development activities are likely to center on the need for more effective schooling, increased student achievement, more effective discipline, and more stringent demands on pupils to learn. To become more diagnostic, prescriptive, and reflective in their instructional planning, teachers need formal instruction under simulated conditions provided through the cooperation of school boards, state departments of education, state education agencies, and institutions of higher education. (JBM)

ED 251 916 EA 017 229

Pisapia, John Ralph
A Legacy of Excellence.
PUB DATE- 26 Apr 84
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Change Strategies; Curriculum; Delivery Systems; *Educational Change; Educational Equity (Finance); *Educational Improvement; Educational Objectives; Elementary Secondary Education; *Equal Education; *Master Plans; Policy Formation; Staff Development; Teacher Improvement
IDENTIFIERS- *West Virginia

West Virginia's school improvement plan, emphasizing learning outcomes, mandates excellent education for all students. Following an executive summary, this paper discusses, first, the conflict between excellence and equity in educational reform, and West Virginia's intent to resolve that conflict; second, the legal foundations of the master plan, chiefly a state supreme court decision requiring extensive change in West Virginia schools; third, the plan itself; an finally, a strategy for effecting the plan. The master plan as described here includes (1) a new K-12 curriculum that incorporates heightened academic standards and is designed to foster adaptability and lifelong learning; (2) improvements in time management, instructional materials, testing, teacher education, and staff development, to support the instructional program; and (3) program and school improvement processes, accountability measures, and a management information system. A description of these components follows an explanation of the plan's emphasis on student achievement; detailed tables of the proposed curriculum are included. The final section describes a five-year implementation strategy based on local prioritization and scheduling of statewide objectives. (MCG)

ED 251 960 EA 017 369

Fasenmyer, Sharon A.; Mamana, Joseph

How to Add the Human Dimension for More Effective Schools. Tips for Principals from NASSP.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Nov 84

NOTE- 4p.

AVAILABLE FROM- Publications Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrator Responsibility; Communication Skills; *Humanism; *Principals; *School Effectiveness; Secondary Education; *Teacher Administrator Relationship; Teacher Student Relationship

Open communication among administrators, teachers, and students leads to a more effective learning environment. Teachers who are treated fairly by administrators will pass this sensitivity and humanity on to their relationships with students. Administrators can take a number of steps to establish a communication forum and a school climate that balances the educational program with a measure of humanity. (MLF)

ED 251 590 CE 038 921

Helping Your Child Understand the World of Work.

Frederick County Board of Education, Md.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; *Career Development; *Career Education; Career Exploration; *Decision Making; Elementary Secondary Education; High Schools; Middle Schools; Occupational Information; Parent Education; Parent Influence; Parent Materials; Parent Responsibility; *Parent Role; State Programs
IDENTIFIERS- Maryland

This brochure is designed to assist parents in becoming active and effective partners in the career awareness and development of their children. In the first of three sections, the career development tasks of the Maryland State Department of Education are listed. The middle section of the brochure suggests ways that parents of elementary, middle school, and high school students can help their children to recognize their strengths and weaknesses and to become aware of the wide range of occupations and of the value of each. Suggestions also are given for teaching children appropriate work habits and ways to make career decisions. The final section of the pamphlet lists books that children or parents can read for assistance in career decision making. (KC)

ED 251 714 CE 040 387

Plummer, Nancy
Tube Feedings.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 20p.; For related documents, see ED 236 440 and CE 040 378-386.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405 ($3.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; *Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- Intubation (Medicine); *Tube Feeding

This module on tube feedings is intended for use in inservice or continuing education programs for persons who work in long-term care. Instructor information, including teaching suggestions and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the care and feeding of the patient with a nasogastric tube or gastrostomy tube, including the principles of insertion of a nasogastric tube and the administration of nourishment and/or medications via nasogastric or ostomy routes, and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a vocabulary exercise, charts of oral nutritional supplements and common medications for skin irritation, and a worksheet, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 772 CG 017 901

Lewis, Ellen T.; McCarthy, Patricia R.

Gender-Related Factors Affecting Perceptions of Self-Disclosure.

PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Self Disclosure (Individuals); *Sex Differences; Sex Role

In an attempt to understand the relationships among the gender of the self-discloser, the masculinity-femininity of the disclosure statement, and the sex role orientation of subjects rating disclosure statements, 160 male and female undergraduates were randomly assigned to one of two treatment conditions. In the first condition, the self-disclosure items on the Self-Disclosure Rating Form (SDRF) were from tape recordings of men's conversations. In the second condition the same disclosure items were from tape recordings of women's conversations. Subjects rated the items for intimacy level and commonness; they then completed the Inventory of Learning Processes as a masking task; and the Bem Sex Role Inventory, for classification as either feminine, masculine, or androgynous. Results showed that feminine disclosures were rated as significantly more intimate and common than masculine disclosures. Masculine disclosures made by women were rated as significantly less common than feminine disclosures by women, and masculine or feminine disclosures by men. Sex role orientation had no significant effects. The results suggest that the masculinity-femininity of self-disclosure is an important dimension; they challenge previous research that has failed to consider this dimension. (Author/LLL)

ED 251 803 CS 007 856

Rabinowitz, Mitchell; Valentine, Kim M.
A Developmental Comparison of Script-Based Inference Generation.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Science Foundation, Washington, D.C.
REPORT NO.- LRDC-1984/40
PUB DATE- 84
NOTE- 30p.
GRANT- BNS-8109657; MH-24492
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; Cognitive Development; *Cognitive Processes; College Students; *Comparative Analysis; *Comprehension; Grade 4; Grade 5; Higher Education; Intermediate Grades; *Knowledge Level; *Reading Research; Synthesis; Writing (Composition)
IDENTIFIERS- *Inference Comprehension

Predicting that when presented with a general context children and adults would produce different specific inferences, a study examined children's and adults' script representations of a common event and the use of representation in comprehension. In the first phase of the study, 23 fourth grade and 48 college students were asked to generate actions that typically occur while buying lunch at the school cafeteria. In the second phase of the study, 30 fifth grade and 30 college students listened to a short passage based on the generated scripts and were later given a recognition task. Each subject was handed a booklet containing 16 sentences, one sentence per page. Each sentence was one of four types: verbatim, unrelated, or one of two types of related foils--changed or new. There were 8 sentences stated verbatim in the story, 3 sentences unrelated to the lunchroom story, and 5 related foils--2 changed foils and 3 new foils. The changed foils were sentences presented in the story but changed slightly so that the sentence was made to be either congruent with the children's lunchroom script or congruent with the adults' lunchroom script. New related foils were sentences not explicitly stated in the lunchroom story but containing actions consistent with either the adults' or children's lunchroom script. Unrelated foils were sentences having no relation to the story. Findings revealed that children rated foils that were congruent with their representation as more likely to have been stated in the passage than foils that were congruent with the adults' representations. The adults showed the opposite tendency. (HOD)

ED 251 932 EA 017 276

Connecticut's Challenge: An Agenda for Educational Equity and Excellence.
Connecticut State Board of Education, Hartford.
PUB DATE- Jan 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; Adult Education; Costs; *Early Childhood Education; Educational Diagnosis; *Educational Improvement; Educational Needs; *Educational Objectives; Elementary Secondary Education; Public Policy; *State Standards; Teacher Education; Teacher Effectiveness; *Teacher Improvement; Testing; Time Factors (Learning); Time Management; Vocational Education
IDENTIFIERS- *Connecticut

In early 1984, Connecticut's state board of education adopted an agenda of seven major initiatives for improving the quality of education in the state. Each initiative was further broken down into one or more specific issues. This document examines the background of each issue, presents recommendations for addressing the issue, discusses implementation of the recommendations, and comments on both the legislation that would be required and the costs and their implications. Issues in the area of improving teaching, the first initiative, include ensuring professional competence, attracting high quality staff members, strengthening professional preparation, updating certification regulations, improving retention of educators, and raising teachers' salaries. Early childhood education, the second initiative, faces such issues as providing equal access at an earlier age, determining when early education should begin, and reducing development of educational handicaps. A third initiative, improving educational assessment and assistance, requires knowing how to determine skill mastery after primary education, assisting students needing extra help, and helping districts reach goals. The fourth initiative, setting higher standards, involves ensuring depth and breadth in education and promoting policies that support learning. The final three initiatives focus on using time effectively for education, improving the delivery of vocational education, and improving educational opportunities for adults. (PGD)

ED 251 057 CE 040 262

Graphic Communications. Progress Record, Theory Outline.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- Sep 83

NOTE- 64p.; For related documents, see CE 040 261.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Content; Course Descriptions; High Schools; Industrial Arts; *Job Performance; Job Skills; Photocomposition; *Printing; Recordkeeping; *Reprography; Safety; *School Shops; Secondary Education; Student Evaluation; *Student Records
IDENTIFIERS- *Graphic Communication

Intended to reduce unnecessary paper work on the part of the shop instructor in a graphic communications course, this job assignment book offers a simplified method of keeping student records up-to-date. It first provides a record/form with areas for student name, tool check number, locker number, textbook number, and grades; broad course objectives; course objectives for grades 10, 11, and 12; and instructions for recording student progress on the shop progress records. The student progress records follow. These identify the operations/skills that the student in a graphic communications course is expected to learn and provide a space in which the instructor records student progress as (1) instructed, (2) practiced, or (3) proficient. The theory outline appears next. Twenty-six topics are covered, including orientation, history, major printing processes, introduction to lithography, careers, layout, copy preparation, reproduction photography, the process camera, line photography, contacting, halftime photography, special effects, process color, quality control devices, proofing methods, stripping, platemaking, offset duplicator, offset press, printing inks, printing papers, finishing and binding, job planning, and employer/employee relations. Space is provided for each topic to indicate lesson plan number and dates scheduled, presented, and tested. (YLB)

ED 251 671 CE 040 283

Apprentice Machine Theory Outline.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

REPORT NO.- VT-299-PTX
PUB DATE- 82
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Course Descriptions; *Equipment Utilization; Hand Tools; Hydraulics; *Machine Tool Operators; *Machine Tools; Mechanics (Process); Metal Working; Numerical Control; Postsecondary Education; Tool and Die Makers; *Trade and Industrial Education
IDENTIFIERS- Pneumatics

This volume contains outlines for 16 courses in machine theory that are designed for machine tool apprentices. Addressed in the individual course outlines are the following topics: basic concepts; lathes; milling machines; drills, saws, and shapers; heat treatment and metallurgy; grinders; quality control; hydraulics and pneumatics; electro-discharge machines; numerical control; dies and their design; eyelets; screw machines; mold construction; bore mills; and jig borers and grinders. Each outline includes a unit objective. Concluding the guide is a list of recommended texts designed to serve as basic course texts or to supplement the basic course texts and brief descriptions of the contents of this series of courses as well as of the contents of two other series of courses--on math and blueprint reading--that are also designed for machine tool apprentices. (MN)

ED 251 728 CG 017 856

Hall, Gene E.; Rutherford, William L.
Client Concerns: A Guide to Facilitating Institutional Change.
Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 23p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Change Strategies; *Counselor Role; Counselors; *Educational Innovation; Institutional Environment; Models; *Staff Development
IDENTIFIERS- *Concerns Based Adoption Model

This paper on staff development proposes one dimension of the Concerns-Based Adoption Model (CBAM), Stages of Concern, as a diagnostic tool for use by counselors, administrators, staff developers and other change facilitators who are responsible for the timing and delivery of staff development experiences. A rationale for staff development, the necessity of organizational change, and the role of change facilitators are discussed in an initial section. The CBAM model, which proposes concepts and techniques for assessing individuals' concerns about innovation, is described and the seven stages of concern are defined, i.e., refocusing, collaboration, consequences, management, personal, informational, and awareness. The 35-item Concerns Based Questionnaire is described, and the development of individuals' stages of concern is discussed. Levels of intervention corresponding to the stages of concern, with specific tactics and strategies, are proposed. Finally, the role of counselors in staff development using the Stage of Concern model is discussed. (MCF)

ED 251 757 CG 017 885

Holloway, Elizabeth L.; Wampold, Bruce E.
Dimensions of Satisfaction in the Supervision Interview.

PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- *Counselors; Counselor Training; *Evaluation Methods; Higher Education; *Interviews; Participant Satisfaction; *Supervision; Test Construction; Test Validity
IDENTIFIERS- *Supervisor Personal Reaction Scale; *Trainee Personal Reaction Scale

While supervisory research focuses on trainee performance in counseling situations as the primary outcome criterion, few instruments have been developed for evaluating behavior in the supervision interview. To develop a scale that reflects critical factors in the supervisory relationship, the Supervisor Personal Reaction Scale (SPRS) and the Trainee Personal Reaction Scale (TPRS) were factor analyzed using 140 and 141 questionnaires, respectively. The results indicated that for both the SPRS and TPRS, 12 items of the original 32-item questionnaires defined three relatively independent factors. Since the items within each factor for both the SPRS and TPRS were conceptually parallel, the three subscales were labelled in the same way for each scale. The subscales, each with four items apiece, were labelled Evaluation of Other, Evaluation of Self, and Level of Comfort. The new 12-item questionnaires were named the SPRS-Revised (SPRS-R) and the TPRS-Revised (TPRS-R). The new scales provide useful measures for research and for the training of supervisors. (Author/JAC)

ED 251 817 CS 007 876

Rauch, Sidney J., Ed.; Sanacore, Joseph, Ed.
Handbook for the Volunteer Tutor. Second Edition.
International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-909-0
PUB DATE- 85
NOTE- 148p.; For the first edition, see ED 094 311.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714 (Book No. 909, $5.00 member, $8.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; Program Development; Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Remedial Reading; Teacher Role; *Teacher Student Relationship; Teaching Methods; Tutorial Programs; *Tutoring; *Volunteers

Intended for use by volunteer tutors who work one-on-one with individuals, this handbook offers information related to successful volunteer programs. The first chapter of the handbook provides a foundation for training volunteer tutors by discussing important qualities for successful reading programs and topics to be considered for instructional sessions for tutors. The second chapter offers insights about establishing a positive tutor-student relationship, while the third highlights the importance of evaluating students' reading difficulties. In addition, this chapter describes aspects of group assessment and emphasizes factors involved in individual diagnosis. The fourth chapter deals with basic teaching procedures for tutors, and the fifth covers aspects of teaching decoding skills and word recognition techniques. The sixth chapter describes eight comprehension skills, discusses prerequisites to effective comprehension, and provides suggestions for teaching comprehension, while the seventh concerns prior knowledge, writing, and metacognition. The eighth chapter presents strategies for organizing the volunteer tutor program, and the ninth lists resources for volunteer tutors and provides a directory of publishers. (FL)

ED 251 831 CS 208 638

Quasthoff, Uta M.

Personal Reference in Children's Narratives: Developmental Aspects.
PUB DATE- 3 Aug 83
NOTE- 23p.; Paper presented at the Biennial Meeting of the International Society of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Language; Cognitive Development; *Developmental Stages; *Discourse Analysis; Elementary Education; *Language Acquisition; *Language Research; Oral Language; *Speech Communication; Verbal Development
IDENTIFIERS- Referential Communication; *Referents (Linguistics)

Discourse and conversational analysis methods were used in a qualitative reconstruction of one aspect of the regularities in the way 61 children "do" personal reference. Of particular interest was the development of two reference forms: minimization--preference for simple (one word) forms, or recipient design--reference forms indicating to the listener that he or she knows the person referred to. The children's reference activities were taken from the narratives of the 5-, 7-, and 10-year old subjects in both a formal and an informal situation. The detailed analysis of the conversational data revealed the following aspects of referential activities as different steps in the acquisition of preferences of reference to persons in conversation: (1) children do not use the proper name in reference to a person, although the name is provided by the listener in the conversation; (2) children indicate that they are searching for the name which is not available to them; and (3) children try to elicit the name they do not know from the listener for further use in the discourse. Additional analyses revealed that children as young as 7 had already begun to master the two reference forms. Children aged 10, however, showed a higher degree of sensitivity as to the way in which they applied the two references. (HOD)

ED 251 846   CS 208 699

Clines, Raymond H.
Chaim Perelman Re-examined: An Application to Classroom Methodology.

PUB DATE- 22 Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Higher Education; *Logic; Logical Thinking; *Persuasive Discourse; *Rhetoric; *Speech Communication; *Teaching Methods; Textbooks; *Writing Instruction
IDENTIFIERS- Olbrechts Tyteca (L); *Perelman (Chaim)

Rhetoric handbooks and composition texts continue to teach that the main techniques of effective argumentation are based on logic--the use of evidence, deductive and inductive reasoning, definition of terms, and so on. Yet, as Chaim Perelman and L. Olbrechts-Tyteca argue in their book "The New Rhetoric," the most solid beliefs are those that are not only admitted without proof, but very often are not even made explicit. The validity of any argument has nothing to do with how logical it might be. The historical preoccupation with logical argumentation has not only distorted teaching, but has also been responsible for the misapplication of logic to the teaching of writing. Mainly as a consequence of the need to design systematic and logical curricula for teaching writing, teachers have been reduced to methods that make logical sense but that have little to do with how people actually write. Students are taught the necessity of having clear outlines prior to writing only because it seems logical that a good writer would have a clearly defined purpose and clearly delineated points to be covered prior to writing. The empirical reality of the situation, however, is that practically no professional writers use full outlines. In a same manner, the teaching of argumentation has been reduced to a few simplistic logical rules and formulae, with token mention of certain nonlogical emotional strategies--such as word connotation, tone, or figurative language--that have little to do with the real, persuasive force of most argumentative writing. (HOD)

ED 251 874 CS 504 783

Manchester, Bruce B.; Friedley, Sheryl A.

Gender Differences: An Analysis of Male/Female Participation at the National Championships.

PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Communication Research; Comparative Analysis; *Competition; *Debate; Females; Males; *Sex Bias; *Sex Differences; Sex Role; Speech Communication
IDENTIFIERS- American Forensic Association; Individual Events Competition; National Debate Tournament; National Forensic Association

A study was conducted to describe male and female participation and success in both debate and individual events national competition and to identify areas of gender-based inequity. Data from three 1984 national tournaments (National Debate Tournament, American Forensic Association's National Individual Events Tournament, and the National Forensic Association's Individual Events Nationals) were analyzed to determine male/female distribution ratios for both preliminary rounds and elimination rounds of competition. Using these ratios, male/female participant and team comparisons were made in debate, while male/female participant comparison by event and event groupings were made in individual events. Exploratory gender research on forensics suggests that debate is perceived to be a male-dominated activity, and actual examination of the male/female participation level at the National Debate Tournament indicated that participation was in fact largely dominated by males. Exploratory research also suggests that individual events is perceived to be a more gender-balanced forensic activity. While descriptive data from the preliminary rounds of competition from the two individual events tournaments suggest a general balance in male/female participation ratios, analysis of the elimination rounds reflects a gender-based imbalance favoring male participants. Males also tended to dominate interpretive events, contrary to perceptions that these activities are more "feminine" and the most likely to provide barriers to male participation because of conflicting sex-role expectations. (Participation data are presented individually for each of the three tournaments.) (HTH)

ED 251 947 EA 017 354

Fringe Benefits for Teachers in Public Schools, 1983-84. Part 3 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 84
NOTE- 42p.; For parts 1 and 2 of this survey, see EA 017 352-353.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21702; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; *Fringe Benefits; Health Insurance; Leaves of Absence; Personnel Policy; Retirement Benefits; School District Size; *School Statistics; *School Surveys; *Tables (Data); *Teacher Employment Benefits; Vacations
IDENTIFIERS- *National Survey Fringe Benefits Public Schools

The fifth biennial National Survey of Fringe Benefits in Public Schools focuses on a wide range of fringe benefit practices offered all professional personnel. Data were collected from a national panel sample stratified by enrollment size; they are reported separately for large, medium, small, and very small systems, for five levels of per pupil expenditure, and for eight geographic regions. This volume, part 3, reports fringe benefits received by teachers for school year 1983-84 in the 1,064 school systems that responded to the survey. The 19 summary tables included in this volume are based on data from all responding systems. Most of these tables provide detailed summaries of fringe benefit provisions tabulated by enrollment size of the reporting systems; more general summaries of the fringe benefit data tabulated by per pupil expenditure level and by geographic location of responding systems are provided in tables 18 and 19. Highlights of the survey, by percentage figures, are provided, followed by an introduction describing the scope of the study and sample design. (TE)

Coleman, Peter
Elementary School Self-Improvement through Social Climate Enhancement. Final Report.
Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.

SPONS. AGENCY- Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-84:8
PUB DATE- Aug 84
NOTE- 179p.; Portions of appendix B may not reproduce due to small and broken print.
GRANT- MG-103
AVAILABLE FROM- Publication Sales, Educational Research Institute of British Columbia, Suite 701--601 West Broadway, Vancouver, BC V5Z 4C2 Canada ($17.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Decision Making; *Educational Change; *Educational Environment; Educational Planning; Educational Research; Elementary Education; *Intervention; Observation; Parent School Relationship; *Principals; Staff Development; Surveys; *Teacher Attitudes; Teacher Strikes
IDENTIFIERS- British Columbia; *Collegiality

This study focused on process measures to identify the major components of elementary school climate and to test the effectiveness of an intervention emphasizing the work of the principal. Nine schools of diverse size and in several locations in British Columbia formed the sample. Data included surveys of parents and teachers, interviews of principals and teachers, inschool observation, and examinations of documents. Parent rating of school climate was adopted as the criterion variable; the study used a simple measure-intervention-remeasure design. The initial data from parent and teacher surveys yielded five parent factors: principal activities, achievement, challenge and motivation, warm welcoming environment, and social contract. Two teacher factors emerged: teacher-principal collegiality and solving instructional problems. School-by-school analysis produced similar results. The nine principals viewed the data and made recommendations for one another's schools that were implemented with differential success over a 1-year period. During that period the government imposed budget cuts and the first provincial teacher strike occurred. The reassessment of climate showed very modest but positive changes, most not attributable to implementing the recommendations for change. Included are 17 tables, a bibliography, and 3 appendixes. (Author/MD)

ED 251 975 EA 017 386

Gips, Crystal J.; And Others

Can Women Bat Clean-Up, or Must They Simply Do the Cleaning? A Look at Women as Organizational Team Players.

PUB DATE- Oct 84
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Affiliation Need; Competition; Cooperation; Decision Making; *Females; Leadership; Organizational Development; Peer Relationship; Promotion (Occupational); *Sex Role; *Sex Stereotypes; Socialization; *Teamwork

This study focused on the concept of "team player" among women in managerial positions in colleges and universities, and among their immediate supervisors. Female managers defined "team player" in fairly consistent terms. The male superiors tended to agree with the women's definitions but also extended the definitions with the addition of stronger terms such as "leader" and "decision-maker." There were also some small differences between the male superiors' and the women managers' judgments of "team player" behavior. While individual women are seen as team players by themselves and by those with whom they work, it is possible that women have difficulty putting aside their needs for affiliation and for playing a supportive role. They suffer when top management makes difficult decisions that they must implement within their work areas. They may have difficulty as members of two teams in competition with each other. A short bibliography is included. (MD)

ED 251 604 CE 039 792

Miura, Seiichiro
A Methodological Study of the Citizen's Learning Network in a Small-size City in Japan.
PUB DATE- 7 Nov 84
NOTE- 28p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Administrative Principles; *Adult Education; *Community Education; Curriculum Development; Educational Facilities; Educational Needs; Educational Objectives; Educational Policy; Educational Practices; Financial Support; Guidelines; *Information Networks; Lifelong Learning; Needs Assessment; Networks; *Nonformal Education; Nonschool Educational Programs; Program Administration; Program Descriptions; Teacher Recruitment; Urban Areas; Urban Education; *Volunteers; Volunteer Training
IDENTIFIERS- *Citizens Learning Networks (Japan); *Japan

This guide presents a description of a typical citizens' learning network in a small-sized city in Japan, guidelines for establishing and administering a similar network, and a copy of the regulations of the citizens' learning network in Munakata, Japan. Addressed in the first part of the volume are the following topics: the nature and scope of a citizens' learning network, the purposes of such a network, the recruitment process and selection criteria used in choosing volunteer teachers to staff a citizen's learning network, criteria for selecting programs and areas of learning, two different procedures for participating in a network, information concerning learners, and a flowchart depicting the system of a learning network. The regulations provided deal with general principles governing the citizen's learning network in Munakata, its administrative system, its use of volunteer teachers, network-sponsored learning activities, general affairs, and subsidiary rules and amendments of the regulations. Concluding the guide is a newsletter written in Japanese. (MN)

ED 251 618 CE 040 114

Day, Michael; James, Jim
An Inquiry into a Co-operative Diagnostic Tool Based on McClusky's Theory of Margin to Facilitate Adult Educational Brokerage Services.
PUB DATE- Oct 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Diagnostic Tests; Educational Counseling; *Educational Diagnosis; *Enrollment Influences; Influences; *Learning Motivation; Postsecondary Education
IDENTIFIERS- *Adult Brokerage; Educational Participation; McClusky (Howard Y); *Theory of Margin

Adult educators are becoming increasingly aware of the fact that adult learners, not institutions, initiate the process of adult education and that they determine the ends to be accomplished by their participation. Researchers have shown that the decision to participate in adult education comes about as a result of a variety of social and environmental factors. Perhaps McClusky's Theory of Margin can give a fresh perspective when it is applied to a model of participation in adult education. Margin, which is the difference between an individual's aggregate load (obligations) and power (social, mental, physical, economic, and life skills), is a factor that can make the difference between choosing to participate in a learning endeavor or not. A diagnostic instrument designed to measure an individual's margin could serve as a valuable tool that would enable educational brokers to assist adult learners in defining goals, setting objectives, and gaining access to learning resources. The Theory of Margin is applicable in an identification of an individual's potential participation in adult education inasmuch as the following participation factors are components of either load or power: socioeconomic status, learning press, attitude toward the value of adult education, readiness to participate in adult education, and participation stimuli. Thus, cooperative diagnostic tools for measuring margin could contribute greatly to the educational brokering process. (MN)

Cost Considerations for Experience-Based Learning: Implementing EBCE. Research Brief. If EBEC Is Right for Your Community, What Do You Need to Know and Do to Plan an Affordable Program?

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 9p.
CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Career Education; Cost Estimates; Educational Finance; *Educational Planning; Expenditure per Student; *Program Budgeting; *Program Costs; Program Development; Secondary Education; *Work Experience Programs
IDENTIFIERS- *Experience Based Career Education

An experience-based career education (EBCE) program integrates academic learning, career experiences, and life skill development through direct learning experiences in the community. EBCE enables each student to gain individual attention, both with a teacher and with community members. This increase in individual attention does not mean that EBCE has to cost more than a conventional classroom program. The increase in individual attention can be gained through the assistance of community volunteers, and many programs operate at the same cost as the conventional alternative in the same community. In determining the cost of an EBCE program, the administrator should consider the following factors: (1) staffing--the lower the student load per staff member, the more the program will cost; staff must follow students; and part-time programs may cost more than full-time, complete model programs; (2) space need not be a significant cost factor; (3) existing forms of transportation should be used as much as possible; (4) insurance should be obtained to protect both the student and the resource site; (5) telephones, reference materials, and copying are necessary expenses, but they still need to be regulated; and (6) though an EBCE program can operate without extra cost, there usually are some start-up costs, and they vary widely among sites. EBEC programs stand more chance of surviving and benefiting students if the per-student cost is in line with regular programs, if broad-based support is promoted, and if expansion plans are made in the beginning. Long-term planning is best for a successful EBCE program. (KC)

ED 251 644 CE 040 231

Henderson, William Edward, Jr., Ed.

Articulated, Performance-Based Instruction Objectives Guide for Air Conditioning, Refrigeration, and Heating (Environmental Control System Installer/Servicer). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

PUB DATE- Jun 84
NOTE- 493p.; Prepared by the Articulation Program Task Force Committee for Air Conditioning, Refrigeration, and Heating.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Electricity; Electric Motors; *Equipment Maintenance; Grade 11; *Heating; High Schools; Job Skills; Learning Activities; Postsecondary Education; *Refrigeration; Repair; Secondary Education; Trade and Industrial Education; Units of Study; *Ventilation
IDENTIFIERS- Electrical Wiring

This articulation guide contains 17 units of instruction for the first year of a two-year vocational program designed to prepare the high school graduate to install, maintain, and repair various types of residential and commercial heating, air conditioning, and refrigeration equipment. The units are to introduce the student to fundamental theories and basic knowledge and skills and to prepare him/her for entry-level work as a helper. Introductory materials include descriptions of the first and second year courses and recommended secondary and postsecondary programs with postsecondary course descriptions. The seventeen units are entitled introduction; fundamentals of electricity; basic refrigeration; hand tools; heating, ventilation, and air conditioning (HVAC) benchwork with hand tools; special HVAC tools and equipment; HVAC test instruments; tubing; soldering; piping; electrical wire connections; wiring diagrams; electrical components; electric motors; domestic refrigeration servicing; install electrical outlet for window air conditioner; and room/window air conditioners. (Each unit contains some or all of these components: unit overview, minimum suggested terminology, task listings, and tasks. A task sheet for each task details performance objective, performance actions, performance standards, and related technical information. An addendum provides any additional materials needed to complete the task. (YLB)

ED 251 686 CE 040 321

Hearings on Youth Incentive Employment Act. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5017 and H.R. 5814 (Washington, DC, May 1, 3, and 22, 1984 and Chicago, Illinois, August 13, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 84

NOTE- 436p.; Parts of this document may not reproduce well due to small type.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Disadvantaged Youth; *Federal Legislation; Hearings; *Incentives; *Part Time Employment; Postsecondary Education; *Seasonal Employment; *Student Employment; Unemployment; Youth Employment

IDENTIFIERS- Congress 98th

These are four congressional hearings on youth unemployment with particular reference to the Youth Incentive Employment Act, H.R. 5017, which would establish a program to provide part-time school year and full-time summer employment to economically disadvantaged youth pursuing further education or training. Another focus of the hearings was H.R. 5814, the Income and Jobs Act, which would complement other existing initiatives by providing jobs and promoting a sustainable recovery. Texts of both bills are provided. Testimony includes statements from representatives in Congress and individuals representing the League of United Latin American Citizens; New Horizons Project, Richmond, Virginia; Manpower Demonstration Research Corporation, New York; Chicago Urban League; Jobs for Youth, New York; Opportunities Industrialization Chapters; Rose Parks Group House, Washington, D.C.; Illinois United Auto Workers Union; Brandeis University; Ohio State University, Center for Human Resource Research; Interface; Vocational Foundation of New York; Center for Youth Services, Washington, D.C.; AFL-CIO; South Chicago Unemployed Action Center; National Youth Employment Coalition; Neighborhood Progress Administration, Baltimore, Maryland; Association of Workers Rights; Henry Street Settlement House, New York; Roosevelt Youth Project; and Center for Labor Market Studies, Northeastern University. Other contents are prepared statements, letters, and supplemental materials from individuals representing various other organizations and groups. (YLB)

ED 251 700 CE 040 352

Distance Education.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Mar 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Communications Satellites; Comparative Analysis; Continuing Education; Developing Nations; *Distance Education; *Educational Television; Extension Education; *Foreign Countries; *Higher Education; Inservice Teacher Education; Nontraditional Education; *Open Universities; Postsecondary Education; Universities
IDENTIFIERS- Australia; China; Hong Kong; Kenya; Korea; Macau; Papua New Guinea

This publication is devoted to distance education. "The Future of Distance Teaching Universities in a Worldwide Perspectives" (John S. Daniel) examines challenges likely to face the various countries and regions of the world in the next decade. "An Australian University's Approach to Distance Education--Formal and Non-Formal" (Peter M. Grayson) describes the transformation of the University of Queensland's provision for distance education. "Open Learning System for Hong Kong, Problems and Possibilities" (Charles Wong) focuses on cost effectiveness, resources, and options (target population, free-standing versus being attached to an existing institution, teaching methods). "Korean Distance Learning System and Structure" (Synghan H. Kim) explains the operations of Korea's well-established system of distance learning, which includes a Correspondence High School, Korean Correspondence University, and Open Colleges of Engineering. "The Television Broadcasting University of China" (Tong Li) discusses course, target groups, students, and program production. A brief description follows of the Open College of the University of East Asia, Macau. "An Off-Campus Programme in Malaysia" (Datuk Musa Mohammed) describes the program and its problems. "A Comparative Study of Distance Teaching in Papua New Guinea and Kenya" (G. S. Kaeley) concludes that distance teaching is a cheap method of inservice teacher training and can improve standards of teaching. "Communication Satellites and Tertiary Education" (James C. Lange) considers local, regional, national and international applications of new technology to improve research, teaching, and administration in higher education. (YLB)

ED 251 743 CG 017 871

Schwarz, Norbert; And Others
Recalled Behavior and Ease of Recall as Information in Self-Assessment.

SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- Schw-278/2-1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; Attribution Theory; Cognitive Processes; College Students; *Difficulty Level; Foreign Countries; Higher Education; Personality Traits; *Recall (Psychology); *Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- West Germany

In studies examining the influence of recall on judgments, social psychologists have generally concentrated on the content of recalled material rather than on the process of recall. To investigate the impact of recalled behaviors (content) and the ease with which these behaviors came to mind (process) on assessment of one's own assertiveness, 158 West German students were asked to describe either six (easy recall) or twelve (difficult recall) examples of their own assertive or non-assertive behaviors. To manipulate the distinctiveness of the recall, subjects were told the task would or would not be difficult. On the basis of the availability heuristic it was assumed that subjects in the difficult recall conditions would assess themselves as being less assertive (or non-assertive) than subjects in the easy recall condition, despite the larger number of recalled behaviors. Results clearly supported this prediction, suggesting that the ease with which examples could be brought to mind was used as an informational basis for evaluating personal attributes. Results also supported Bem's (1982) self-perception theory by demonstrating that individuals infer their personality characteristics from the content of behavioral information they recall, as well as the ease with which those behaviors come to mind. (Author/JAC)

ED 251 788 CS 007 679

Yule, Valerie
Literacy and Children's Needs in the Television Age.
PUB DATE- Oct 83
NOTE- 15p.; Paper presented at the United Kingdom Reading Association Annual Course and Conference (20th, Oxford, England, July 25-29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Futures (of Society); Information Science; Information Services; Literacy; *Literacy Education; Mass Instruction; Mass Media; *Mass Media Effects; Reading Habits; Reading Instruction; *Student Needs; *Technological Advancement; Telecommunications; *Television; Writing Instruction

Modern information technology holds both threats and promises for the young generation in every aspect of life--social, political, economic, cultural, and personal. Already research is showing some consequences previously unsuspected. The case for mass literacy must be reappraised to assess what sort of literacy is now required, how it must link with competence in the new technologies, and how it can be taught. The content of children's early reading and writing must be considered in order to see that their psychological needs under new stresses are met, and to aid, not warp, their emotional and intellectual development. Electronic information technology can now be used to develop radically new and fast ways of learning to read in the complementary medium of books. The role of the reading teacher may develop in new ways, and a new concept, that of an open primary school accessible to all via television, could help counterbalance other forms of television entertainment. (Author/RBW)

ED 251 860 CS 208 723

Ideas Plus: A Collection of Practical Teaching Ideas. Book Two.

National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-2248-5
PUB DATE- 85
NOTE- 64p.; For Book One see ED 239 301.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; *Educational Games; English; *English Instruction; Language Acquisition; Language Skills; *Language Usage; Learning Activities; Listening Skills; *Literature Appreciation; Novels; Poetry; Prewriting; Secondary Education; Speech Skills; Teaching Methods; *Writing Exercises; *Writing Instruction

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities described in the first section of the booklet focus on language exploration--specifically examining variations in pronunciation, definition, and vocabulary--and look at how the intended audience influences the manner of speech and the message conveyed. Activities offered in the second section are designed to stimulate an appreciation of classic and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section deal with sentence combining, comparing themes and characters in prose and poetry, transforming literature to a newspaper format, creating playscripts, and comparing ancient myths to modern versions. Activities in the third section are intended to provoke interest in writing, build students' confidence in their writing skills, and stimulate the flow of words and ideas. Activities described in this section deal with journal writing, descriptive writing, figurative language, and poetry writing. (FL)

ED 251 889 CS 504 804

Kreps, Gary L.
Health Communication: A Selected, Annotated Bibliography. Second Edition.
PUB DATE- Jan 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; *Communication Skills; *Counseling Techniques; *Health Personnel; Health Services; Intercultural Communication; Medical Education; Medical Evaluation; Nursing Education; Older Adults; Paraprofessional Personnel; *Physician Patient Relationship
IDENTIFIERS- *Health Communication

Selected on the basis of their clarity, comprehensiveness, and representativeness within the health communication field of study, the items in this annotated bibliography are intended for use by those wishing to develop health communication educational programs or conduct health communication research. The 42 titles deal with a variety of topics, including the following: (1) doctor-patient communication, (2) interpersonal and intercultural communications training for health service workers, (3) the role of communication specialists in improving the quality of health care, (4) health communication research, (5) communication in health care organizations, (6) the impact of intercultural communication on the health care needs of different cultural groups, (7) communicating with the elderly, (8) teaching norm sensitivity to nurses, (9) teaching interviewing proficiencies to health care professionals, (10) communication in medical therapeutics, (11) the interdisciplinary health care team in health care practice, (12) communication in health care counseling, (13) the relationship between communication and mental health, and (14) interdisciplinary theories of human communication. (RBW)

ED 251 904 EA 016 624

Marshall, Ann
PRISM--Pittsburgh's Research Based Instructional Supervisory Model for Staff Development.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 6p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Change Strategies; Elementary Secondary Education; Guidelines; *Improvement Programs; Inservice Education; *Instructional Improvement; *Leadership; *Long Range Planning; *Management Development; Professional Development; Professional Training; Program Evaluation; Program Implementation; *Staff Development
IDENTIFIERS- Instructional Leadership; Pittsburgh School District PA; *PRISM Pittsburgh Model for Staff Development

PRISM, the Pittsburgh Research-Based Instructional Supervisory Model, was initiated when the superintendent convened an Instructional Leadership Committee (ILC) to develop a plan for improving instruction and instructional leadership within the district. The Pittsburgh Public Schools' Learning Research Development Center then conducted a districtwide needs assessment on which the ILC based its 3- to 5-year implementation program. On the basis of this program, the four assistant directors for staff development prepared a plan of action. In consultation with selected administrators and teachers, the Staff Development Team (SDT) established a training program applicable to all Pittsburgh public schools and at all grade levels. Following several 1-day administrator inservice meetings, a total of 200 administrators were trained in 5-day inservice sessions conducted by the SDT for groups of no more than 40. Following sets of recommendations developed by the ILC and the SDT, PRISM is working toward a personnel evaluation plan for wider school-based implementation. The PRISM training process has followup components for every phase and is built on a sequence of five components essential to any staff program: (1) presentation of theory, (2) modeling or demonstration, (3) practice under simulated conditions, (4) structured feedback, and (5) coaching for application. (JBM)

Bauchner, Joyce Ellen; Loucks, Susan F.

Building Administrators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.

Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 82
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Change Agents; Diagrams; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Models; Organizational Theories; Principals; Teacher Administrator Relationship

As part of the Study of Dissemination Efforts Supporting School Improvement, researchers looked at how the activities of, perceptions of, and opinions about the building administrator affect the outcome of efforts to implement new practices. This paper describes a sample of building administrators working in the 146 school districts that participated in the study. It characterizes the forms of assistance provided by administrators to staff members implementing new practices, identifies the long-term strategies established for maintaining new practices, and summarizes the general roles played by school administrators in encouraging school improvement. Individually-focused and school-focused models of school improvement, developed during the study, are drawn on to clarify the effect of building administrators on improvement efforts at both the teacher and building levels. (Author/PGD)

ED 251 591 CE 039 142

Clark, Diane; Gerken, Marilyn K.

Integrating Career Education with Academics in an Elementary Resource Room.

PUB DATE- 26 Apr 84

NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; *Career Education; Classroom Techniques; Communication Skills; *Daily Living Skills; Elementary Education; *Fused Curriculum; *Individualized Instruction; Interpersonal Competence; Models; *Resource Centers

A resource room program was proposed for integrating career education with academic instruction at the elementary level. The curriculum incorporated the following skill areas: survival skills (responsibility, independence, and appropriate behavior); social skills (socially acceptable behavior and interpersonal skills); communication skills (listening and expression); and general knowledge (personal, geographical, and state and world information as well as knowledge of natural surroundings, i.e., names of seasons, days of the week, etc.). The model called for the use of learning centers in lieu of seatwork and provided for students to receive the training necessary to be able to use all the instructional materials, audiovisual equipment, self-check keys, checklists, and schedules that would be used in an independent study setting. Use of the independent study approach also presupposed that students would be taught and expected to work quietly and cooperatively, to share materials, and to get materials out and put them away. Direct teacher-student contact and an instruct-practice-reinforce strategy were also incorporated into the model. As part of the model's strategy, students were given informal tests to evaluate their mastery of a given skill, and periodic review of the skill or concept was provided in order to ensure its maintenance. (MN)

ED 251 658 CE 040 264

Surgical Technology Curriculum.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 13 Aug 82
NOTE- 223p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Allied Health Occupations Education; Behavioral Objectives; Biological Sciences; *Clinical Experience; Course Content; Course Descriptions; Curriculum Guides; Medical Services; Surgery; *Surgical Technicians

This curriculum guide contains materials for a 10-month postsecondary program to educate qualified adults to function as surgical technicians in association with surgeons and nurses in operating rooms and delivery rooms. The program provides for both a didactic and a clinical component. Contents include general information, a listing of major functions and responsibilities of the surgical technician, general course objectives, and a progress record for recording experiences and achievement. Materials follow for the six major units of study: orientation to the operating room (60 hours), safe patient care (150 hours), intraoperative techniques (200 hours), supplies and equipment (130 hours), basic sciences (330 hours), and supervised experience in surgical technology and surgical procedures (300-350 hours). For each subject area, the following components are provided a brief course description, course objectives, and a content outline with corresponding behavioral objectives, suggested activities, and recommended time. (YLB)

ED 251 672 CE 040 284

Kim, Yungho; Wright, Calvin E.

A Longitudinal Study of Vocational Education Students from California Secondary Schools. Project SEE Student Employment Experiences.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Vocational Education.

REPORT NO.- 84-452

PUB DATE- Oct 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; *Disadvantaged; *Employment Level; Employment Patterns; Graduate Surveys; Longitudinal Studies; Outcomes of Education; Salaries; Secondary Education; State Surveys; *Unemployment; Vocational Education; *Vocational Followup

IDENTIFIERS- California; *Special Needs Students

Project SEE (Student Employment Experiences) was initiated to provide information on the long-term employment experiences of former vocational education students, especially special needs students, and on the long-range effects of their training. In spring 1983 a three-year followup survey was sent to members of the first annual sample of FUSE (Follow-up of Students and Employers) system participants. Of the 3,529 students in the first annual sample, 1,900 returned the three-year followup questionnaire. The three-year followup results differed from the one-year results on the variables of unemployment rate and employment in a field related to their high school training. These differences did not necessarily mean the one-year followup results were premature. The results seemed to complement each other in revealing the true impact of high school vocational programs over time. Over the two years following the one-year followup, the number working in a field related to high school training decreased significantly. No significant differences were indicated in salary for special needs and non-special needs students. The special needs group had less favorable employment experiences in terms of rate of employment and number of months employed. (Instruments, newsletters, and selected data are appended.) (YLB)

Hill, Raymond; And Others

Supplemental Support Services for Industrial-Technical Vocational Education Programs. Final Report from September 1, 1983 to August 31, 1984.

University of South Florida, Tampa.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Career Education; Competency Based Education; Educational Planning; *Guidelines; Material Development; Postsecondary Education; Program Guides; *Program Improvement; Secondary Education; *State Curriculum Guides; Technical Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Florida

This project was conducted to provide state-adopted Career Merit Achievement Plans (Career MAPs) and program guides for selected trade and industrial programs in Florida. The plans and guides were intended to provide each comprehensive high school, area vocational-technical center, and community college with authoritative guidelines for planning, establishing, and conducting new courses and programs, and/or for changes thereto. These Career MAPs and program guides would provide a standard basis for planning course content, determining teacher certification and qualification, designing facilities and equipment requirements, and for determining other support resource requirements. Specifically, the project developed the following products: (1) 2 copies of recommended changes to program standards for each of 20 occupations; (2) 2 copies of Career Merit Achievement Plans (Career MAPS) for each of 9 occupations; and (3) 2 copies of program guides for each of 20 occupations. The procedures used to achieve these objectives were to establish advisory committees, review the literature, recommend changes to update program standards, design Career Merit Achievement Plan models, and develop program guides. It is intended that the products, when implemented, should result in better programs, improved planning for vocational education programs, an improved means for documenting student achievement, and an improved means for identifying teacher updating needs. (KC)

ED 251 729 CG 017 857

Lykes, M. Brinton

Collective Action and the Development of Social Individuality in Women.

PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Females; Feminism; Group Behavior; *Individualism; *Personality Theories; Psychological Characteristics; Self Actualization; *Social Attitudes; *Social Responsibility

Critics of a dominant model of the person, which emphasizes autonomy and independence, have called for an alternative, more social, conceptualization of the self. To describe and validate social individuality as an alternative conceptualization of the self, 84 adults (54 females, 30 males), from a range of social classes and including persons participating in groups for social change, completed a survey. The survey included indices of cognitive-perceptual style, social apperception, and ideology, as well as questions about participants' backgrounds. An analysis of the results showed that the four measures interrelated in a way that supported social individuality. The measures were significantly correlated for women but not for men. Specifically, those women whose cognitive-perceptual style reflected a tendency to perceive integrated wholes (in contrast to simple wholes or small details) were also more likely to apperceive the social dimensions of human interactions, to express a collectivist ideology, and to describe the resolution of moral dilemmas using strategies that reflect themes of social responsibility. Women who participated in collectivist activities were more likely to perceive the self as social. Autonomous individualists, on the other hand, tended to stress the autonomy and independence of their range of activities. These findings support an alternative conceptualization of the self, and suggest that social individuality is more consistent for women than for men. (BL)

ED 251 773 CG 017 902

Thomas, Michele Burhard; Dansby, Pearl Gore

Prevention/Intervention with Healthy Black Families.

PUB DATE- Mar 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Family; Counseling Techniques; *Family Characteristics; *Family Counseling; *Family Health; Intervention; Models; Prevention

The first article in this paper reviews research on healthy black families and explores definitions of health. The strengths of black families such as kinship/social support, valuing education, achievement and parity in interpersonal relationships, the black church, and egalitarian roles in black families are discussed. Recommendations are made for therapists working with black clients. The second article deals with enhancing black family processes. Socioeconomic status and values are discussed in regard to intervention strategies. Rapport building and establishing trust on the part of the therapist are addressed, with suggestions regarding teams for effective co-therapy. Techniques and strategies for psychological intervention are explored. (LLL)

ED 251 804 CS 007 860

Lyman, Barbara Gallow
The Construction of a Criterion-Referenced Test of Reading for
College Freshmen: An Overview of Theoretical Considerations.
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Criterion Referenced Tests; *Diagnostic Tests;

*Educational Assessment; Higher Education; *Reading Diagnosis; *Reading Tests; Student Placement; *Test Construction; Testing Problems; Test Theory

Questions about the appropriateness of the Nelson-Denny Reading Test have led to consideration of the use of a criterion referenced test for assessing students' reading abilities before and after each semester of developmental reading instruction. In constructing such a test, a number of steps should be followed. The first step is to clarify the instructional intent, including such particulars as what the student is doing when demonstrating achievement, what the conditions are under which the student is to perform, and how well the student is to perform. The next is to specify domain, during which those who favor objectives-referencing must write either a single behavioral objective or a set of learning objectives specifying the precise skill(s) and mastery level(s) expected of each student. Next, test specifications need to be written as well as test items, and test items need to be edited. Following this, test items should be reviewed for content validity, to insure congruence or consistency between items and the objectives from which they are drawn. Based on this data, the test items are once again edited and the test assembled. The final steps involve setting performance standards, pilot testing, assessing validity and reliability, and preparing a user's manual. Beyond this final step there is a need to continue to gather technical data as the test is used in different situations and with different student populations. (HOD)

ED 251 933 EA 017 278

Allison, Derek J.; And Others
Thinking Critically about Educational Administration: A Martian View. Revised.
PUB DATE- Aug 83
NOTE- 25p.; Originally presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Vancouver, British Columbia, Canada, June 5, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Problems; *Educational Administration; *Educational Philosophy; *Educational Theories; Epistemology; Higher Education; *Intellectual Disciplines; Leadership Training; Values Education

After an introduction by Derek Allison describing the rationale of this inquiry and the preliminary research performed, three reflections on the current status of the educational administration field are presented. Goldwyn Emerson urges those in educational administration to borrow knowledge and methods from related fields and suggests that administrators may gain more by applying concepts and theories rather than skills gained through experience. James T. Sanders suggests that the concerns facing administrators might be divided into two groups--soluble problems and insoluble, permanent difficulties. He adds that misdiagnosis of these problems and difficulties might impede recognition of the appropriate ways to study educational administration. John E. McPeck observes that principals are required to exercise leadership but are usually selected for exhibiting conformity or followership. He finds a tendency in the literature to assume, mistakenly, that the application of theory eliminates the need to make value judgments. He argues that decision-making cannot occur without the application of values and urges the exposure of administrators to educational philosophy as an important aspect of their leadership training. A bibliography of articles read and discussed in preparing for the symposium is appended, including citations on state-of-the-art surveys, historical reviews, and major statements in the developing debate over epistemology in the field. (PGD)

ED 251 976 EA 017 389

Lawton, Stephen B.
Public Support for Catholic and Denominational Schools: An International Perspective.

PUB DATE- 84
NOTE- 10p.; Paper prepared for the Annual Conference of the Ontario Association of Education Administrative Officials (Toronto, Ontario, Canada, October 31-November 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Government Role; *Government School Relationship; Institutional Autonomy; *Private School Aid; Private Schools; Public Schools; Religion; *State Church Separation
IDENTIFIERS- Australia; Canada; France; Hong Kong; Malta; Netherlands; Sweden; United States

Government policy on public support for private schools in Sweden, the United States, Australia, Hong Kong, The Netherlands, France and Malta, and Canada is reviewed. In Sweden virtually all schools are government schools funded by local and national grants; only a handful of private schools exist and they receive no government funds. The United States directly funds only government-operated elementary and secondary schools. Australia's constitution contains a clause forbidding the government from establishing a religion, but in recent years the courts have approved government funding for private schools. Recently in Hong Kong government support has been extended to private schools that must abide by the Code of Aid (no discrimination on the basis of religion in hiring or dismissal of staff). The Netherlands shifted from a government system of public schools before 1920 to a system of predominantly private schools that are fully government funded. In France and Malta the government recently made demands that could have placed private schools under government control. Massive demonstration in France forced withdrawal of the plan; in Malta it is still unresolved and private schools have closed in protest. Ontario and other provinces of Canada are unusual in that private schools are operated by the government. (MD)

ED 251 758 CG 017 886

Hindin, David A.; And Others
Cognitions of Ordinary Events: Their Relationship to Depression.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Style; College Students; Coping; *Depression (Psychology); Higher Education

Beck's cognitive theory and the reformulated learned helplessness model suggest that there is a negative idiosyncratic cognitive style that characterizes the way depressed individuals appraise events which is causally associated with depression. Although a few researchers have recognized the importance of examining appraisals of everyday events, no study has investigated the relationship of everyday event appraisals to depression. Therefore, using a cross-lagged panel correlational design, 197 college students cognitively appraised a carefully defined set of ordinary (everyday) events. Results revealed that depressed subjects appraise the causes of unpleasant events as more global and stable than nondepressed subjects. Similarly, depressed subjects appraise these unpleasant events as more important and show a higher level of characterological blame. Evenhandedness analyses suggest that depressed subjects, in comparison to nondepressed subjects, make similar global and stable attributional ratings for unpleasant and pleasant events. This pattern of evenhandedness for globality was inconsistent with current explanations of the phenomenon since depressed subjects were more global than nondepressed subjects in attributions for pleasant ordinary events. Finally, a causal relationship between cognition and depression was not found since the null hypothesis of spuriousness could not be rejected. (Author)

ED 251 818 CS 007 877

Gutknecht, Bruce
The Doctor Is In: Practical Answers to Perplexing Questions about Classroom Reading Instruction.
PUB DATE- 8 May 84
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Classroom Techniques; Content Area Reading; *Educational Theories; Elementary Secondary Education; *Reading Instruction; Reading Material Selection; *Reading Research; Reading Skills; Teaching Methods; *Time Management
IDENTIFIERS- *Theory Practice Relationship

To address the gap perceived by classroom reading teachers between research findings and reading process theories and the realities of classroom reading instruction, this paper poses six questions/problems often asked by reading teachers, and answers them with information drawn from current research and theory. Topics covered in the questions concern (1) the use of ditto sheets, (2) basic skills instruction, (3) motivating children to read, (4) the use of children's literature in reading instruction, (5) content area reading, and (6) classroom time management. The paper concludes that reading teachers should become familiar with current research and theory, but should not hesitate to question suggestions made by researchers and theoreticians about reading instruction. (FL)

ED 251 832 CS 208 662

McLeod, Alan M., Ed.
Literature and Its Teaching.
Virginia Association of Teachers of English.
PUB DATE- 84
NOTE- 68p.; The Virginia Association of Teachers of English is an affiliate of the National Council of Teachers of English.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Content Area Reading; Elementary Secondary Education; English Literature; Fiction; Humor; *Learning Activities; *Literature Appreciation; Poetry; *Reader Response; Reading Interests; Science Fiction; Student Participation; *Teaching Methods; *United States Literature

This theme issue of the "Virginia English Bulletin" focuses on "Literature and Its Teaching." The 15 major articles are: "Response to Literature" (Robert C. Small and Ruth Fisher); "The Power of a Good Book" (Gayle Sterrett); "Some Plain Truths about Teaching English" (Coalition of English Associations); "Introducing High School Students to William Faulkner" (Elizabeth Haynes Burnett); "Struggle for Control in Adolescent Literature" (Judy Baxter); "Reflection, Problem-Solving and Discussion in Teaching Literature" (Charles R. Duke); "Metaphor: A Literary Device and More" (Edgar H. Thompson); "The 'Alice' Books" (Pepper Worthington); "Mathematics in Literature: 'The Phantom Tollbooth'" (Ena Gross); "'A Farewell to Arms' for the Post-Vietnam Generation" (Eric Hibbison); "Aesthetic Experiences: Drawing, Writing, Teaching Literature" (John W. Swope); "Teaching and Writing Poetry" (Michael Segedy); "Fantasy and Science Fiction" (Emily J. Wood); "War, Literature, and the Adolescent" (David Dolde); and "Using Virginia Locales for Literature Study" (Kathleen Mahoney). In addition, the journal contains suggestions for teaching "Great Expectations," "Treasure Island," "Flowers for Algernon," "I Am the Cheese," "Walden," and "Sounder." (FL)

ED 251 847 CS 208 700

Fuller, Lawrence B.

Mary Mapes Dodge and "St. Nicholas": The Development of a Philosophy and Practice of Publishing for Young People.

PUB DATE- Nov 84

NOTE- 39p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; *Authors; *Childrens Literature; *Editing; Intellectual History; *Interpersonal Communication; *Interpersonal Relationship; Literary Criticism; Literary Styles; Periodicals; Publishing Industry; *Writing for Publication
IDENTIFIERS- *Dodge (Mary Mapes)

The life of Mary Mapes Dodge, author of "Hans Brinker or the Silver Skates," a pioneer in the field of literature for children and adolescents during the nineteenth century, is recounted in this paper--from her childhood as the daughter of a well-connected but impecunious lecturer, scientist, and inventor through her later years as a widely admired literary figure. The paper focuses on four aspects of Dodge's lengthy career as an author and editor: (1) her development as a writer; (2) the evolution of her philosophy of writing for children, much of which she spelled out in a voluminous correspondence with Horace Scudder, the editor of "Riverside Magazine for Young People" to which she was a regular contributor; (3) her work as the founding and long term editor of "St. Nicholas," a magazine for children and young adults that embodied her philosophy; and (4) her efforts to develop a broad range of social and professional contacts with writers. The paper notes in particular her ability to work under pressure; her business skills; the diplomacy she employed to get reluctant authors to make changes in their manuscripts; her editorial relationships with famous writers such as Louisa May Alcott, Rudyard Kipling, and Samuel Clemens; and her willingness to lend money to authors short on cash, offer advice to fledgling writers, and find outlets for writers in appropriate publications. (RBW)

ED 251 875 CS 504 784

Crapse, Larry
Instructional Improvement Listening Handbook. Secondary Level.
Florence School District 1, S.C.
PUB DATE- 83
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Research; *English Instruction; Guides; *Learning Activities; *Listening; *Listening Comprehension; *Listening Habits; *Listening Skills; Secondary Education; Speech Communication; Student Role; Teacher Role

Stressing that the importance of listening carefully cannot be underestimated, this handbook describes the process of listening (including the five components--previous knowledge, listening material, physiological activity, attention, and intellectual activity), some barriers to efficient listening, and bad and good listening habits. It also discusses research in listening (value of listening instruction, listening and reading, instructional effects, learner characteristics); the role of the teacher, student, and administrator in listening instruction; objectives for listening; the skills of comprehension; and sample activities for listening instruction. Appendixes to sections 2 and 3 include an outline of the listening process, a checklist of listening behaviors for teachers, a sample listening assessment item, and a six-page list of references. (HOD)

ED 251 890 CS 504 806

Keefe, Carolyn
Topical Concerns in the Poetry Coaching Dyad.
PUB DATE- 4 Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Competition; Faculty Advisers; Higher Education; Interaction; *Literary Criticism, *Oral Interpretation; *Performance Factors; *Poetry; Research Needs; *Speech Communication; Verbal Communication
IDENTIFIERS- *Coaching (Speech)

Eight coaches of oral interpretation from colleges across the United States were asked to tape record the coaching sessions that brought eight novices to tournament readiness. All of the students used the same three-poem program on the general theme of animals and children, but each student was required to write the introduction and transitions. After the tapescripts had been prepared, the verbal interactions were analyzed to identify the oral interpretation topics covered in each session as well as the specified patterns in using types of verbal interactions and in presenting the topics. The 68 oral interpretation topics were grouped into five focuses: literary analysis, delivery, audience, manuscript, and forensics. The analysis revealed that the eight dyads touched on all but four of the 68 topics. Those omitted were repetition, muscle tone/tension, audience context, and functioning of tournaments. Not only did the dyads treat most of the oral interpretation topics, but they gave supremacy to literary analysis, reaffirming the prevailing notion among oral interpretation scholars that literary analysis is vital to unlocking the meaning of a selection and that delivery grows from this study. (HOD)

ED 251 918 EA 017 251

Crandall, David P.; And Others

Models of the School Improvement Process: Factors Contributing to Success. A Study of Dissemination Efforts Supporting School Improvement.

Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Mar 82

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Change; Change Agents; Diagrams; Educational Environment; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Models; Organizational Theories; *Predictor Variables; Program Improvement; School Organization; Success

A study of the effect of implementing educational innovations in local schools across the country explored several factors affecting successful improvement. This paper provides a general overview of the interrelation among these factors, with illustrative diagrams. Particular attention is paid to innovations requiring major changes in teacher behavior, involving 88 teachers at 48 sites. To develop an individually-focused model, researchers tested perceived benefits, degree of change, the level of use of the innovation, and fidelity to the original innovation concept. Possible predictors included elapsed time, hiring of additional staff, demands of the innovation affecting practice, and readiness to implement the innovation. Potential factors affecting these variables included the teacher's use of time, the teacher's commitment, teacher characteristics, staff cohesiveness, group opinion of the practice, and financial and material support. Also considered were the sources of assistance available to teachers responsible for implementing changed. Results of the study showed teacher commitment and use of time as key factors. Researchers also developed a school-focused model, considering such additional factors as institutionalization of the innovation, plans for continuation, organizational change, the principal's role, teacher control of the innovation, and the institutional environment. Results stressed the principal's importance. (PGD)

ED 251 948 EA 017 355

Lawrence, Barbara S.

Normative and Structural Perspectives on Age in a Work Organization.

California Univ., Los Angeles. Graduate School of Management.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.;

National Inst. on Aging (DHHS/NIH), Bethesda, MD.; Office of Naval Research, Washington, D.C.

PUB DATE- 21 May 84

NOTE- 44p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).

CONTRACT- N00014-80-C0905; NR-170-911

GRANT- AoA-90-AT0-0-33/11; NIA-1-R01-AG04615

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administration; *Administrator Characteristics; *Age; *Age Groups; Career Ladders; Careers; Evaluation; Job Performance; Organizational Climate; Promotion (Occupational); Questionnaires; Retirement; Social Behavior; Supervision; *Surveys

IDENTIFIERS- *Age Grading

Age grading, the differentiation of social groups by members' age judgments, is widely regarded to be a universal aspect of social life. Most studies have examined age structurally (demographically), rather than normatively (modally). This study presents survey data measuring employees' age judgments of managerial careers collected from an electric utility company. The study found there was a wide agreement on age boundaries for each level; however, employees' age judgments differ systematically from the company's actual age distribution. The significance of this difference is emphasized by performance differences between managers who deviate from shared age judgments and those who deviate from the age distribution. The results suggest not only that age grading occurs in work organizations, but that when judgments differ from structural reality, a normative perspective is necessary to study age as a social phenomenon. An extensive reference list, three graphs, and three tables conclude the document. (Author/MD)

ED 251 962 EA 017 373

Hord, Shirley M.
Facilitating Change in High Schools: Myths and Management.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3187
PUB DATE- 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). In: The Improvement Process in High Schools: Form, Function, and a Few Surprises. Research on the Improvement Process in Schools and Colleges, April 1984 (proceedings of a symposium). See ED 250 803.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; Educational Innovation; *High Schools; Organizational Change
IDENTIFIERS- *Change Analysis

To study the actions that can be used to manage and support change in high schools, two researchers made two-day visits to two high schools in each of nine districts in various geographic areas of the nation, where they interviewed students, staff, and central office personnel. In each district, researchers selected one school they judged to be changing a great deal and another school they considered to be typical. The focus of the visits was to explore the following questions: What are the types, sources, and purposes of change? What are the key units of change? What are the key situational factors that influence the change process? and, How is the change process managed? The purpose of two-thirds of the interventions was found to be developing supportive or organizational arrangements and resources, and an analysis of these actions suggested that much initiating of change occurred in the schools, but little facilitation was provided to support change. Several of the current high school change myths were challenged by the examples of effective interventions reported, leading to a set of tentative guidelines for change managers. These guidelines include: (1) seek forgiveness rather than prior approval; (2) ignore the disenfranchised department status and forge ahead; (3) use staff development to cure terminal stagnation of instructional practice; (4) create a new policy or position and rally the troops around; and (5) sneak up on the blind side and employ persuasive incrementalism. A review of current literature indicates that more investigation is needed to provide illumination about the management of high school change and improvement efforts. (DCS)

ED 251 605 CE 039 796

Sisco, Burton R.
Facilitator's Role in Adult Education.
PUB DATE- 8 Nov 84
NOTE- 17p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Independent Study; *Lifelong Learning; *Teacher Characteristics; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Facilitators

Since the role of the adult educator has become so widely accepted as that of facilitator of learning rather than of content-transmitter, educators of adults should enhance their facilitating skills. An important concept for adult education then is self-directed learning, in which the learner plays the central role. The need for self-directed learning is being made greater by the realization that (1) due to rapid change, the main purpose of education must become that of helping develop skills of self-directed inquiry; (2) learning must be viewed as being the same as living; and (3) learning is a lifelong process. Personal qualities needed by effective facilitators include these: empathy, use of reward, respect for the dignity and worth of each individual, a sense of fairness and objectivity, willingness to accept new things and ideas, patience, sensitivity, humility, and commitment to own lifelong learning. The transition from teacher to facilitator of learning is difficult, but these steps can be taken to implement the role of facilitator: (1) climate setting, (2) diagnosis of needs for learning, (3) design of a learning plan, and (4) evaluation of learned outcomes. (YLB)

ED 251 645 CE 040 232

Henderson, William Edward, Jr., Ed.
Articulated, Performance-Based Instruction Objectives Guide for Air Conditioning, Refrigeration, and Heating. Volume II (Second Year).
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
PUB DATE- Oct 84
NOTE- 374p.; Prepared by the Articulation Program Task Force Committee for Air Conditioning, Refrigeration, and Heating.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Equipment Maintenance; Fuels; Grade 12; *Heating; High Schools; Job Skills; Learning Activities; *Refrigeration; Secondary Education; Solar Energy; Trade and Industrial Education; Units of Study; *Ventilation

This articulation guide contains 17 units of instruction for the second year of a two-year vocational program designed to prepare the high school graduate to install, maintain, and repair various types of residential and commercial heating, air conditioning, and refrigeration equipment. The units are designed to help the student to expand and apply the basic knowledge already mastered and to learn new principles and techniques and to prepare him/her for entry-level work as an apprentice. The seventeen units cover aid conditioning calculations (psychrometrics, residential heat loss and heat gain, duct design and sizing and air treatment); troubleshooting and servicing residential air conditioners; commercial refrigeration; commercial air conditioning; heating systems (electrical resistance heating, heat pumps, gas heating, oil heating, hydronics, solar heating systems); automotive air conditioner maintenance/repair; estimating and planning heating, ventilation, and air conditioning jobs; customer relations; and shop projects. Each unit contains some or all of these components: unit overview, minimum suggested terminology, task listings, and tasks. A task sheet for each task details the performance objective, performance actions, performance standards, and related technical information. An addendum provides additional materials needed to complete the task. A proficiency report and competency checklist are appended. (YLB)

ED 251 687 CE 040 322

Training Technology Transfer Act of 1984. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on S. 2561. Entitled the "Training Technology Transfer Act of 1984."

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S.-Hrg.-98-1062
PUB DATE- 28 Jun 84
NOTE- 76p.; Not available in paper copy due to small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Computer Assisted Instruction; Educational Innovation; *Educational Technology; Federal Government; *Federal Legislation; Government School Relationship; Hearings; Instructional Innovation; *Job Training; Military Training; Postsecondary Education; Research and Development; Secondary Education; *Technology Transfer; *Vocational Education

This is a congressional hearing on the Training Technology Transfer Act of 1984, which would establish a mechanism for transferring the Federal Government's investment in computer programming for training systems to those organizations and groups that can use such technology in training the civilian work force. Focus is on refining this bill, which would implement a program specifically charged with the special responsibility for transferring training technology to support vocational education and job training in the private sector and thus promote employment. Testimony includes statements and prepared statements from the president, Community College of Rhode Island; Assistant Secretary of Commerce for Productivity, Technology, and Innovation, U.S. Department of Commerce; editor and publisher, Videodisc Monitor, Falls Church, Virginia; manager of retraining, Motorola training center, Schaumberg, Illinois; Office of the Assistant Secretary of Defense for Manpower, Installations, and Logistics; and vice president for community affairs, the Federal Reserve Bank of Boston, and president of the Boston Private Industry Council. (YLB)

ED 251 701 CE 040 360

Assessment of the Impact of the Bureau of Vocational Education's Program for Displaced Homemakers. Final Report.

Pittsburgh Univ., Pa. Dept. of Vocational Education.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

PUB DATE- 30 Sep 84

NOTE- 195p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; *Adult Programs; Adults; *Counseling Services; *Displaced Homemakers; Individual Needs; Job Skills; *Job Training; Placement; *Program Effectiveness; Program Evaluation

IDENTIFIERS- *Pennsylvania

A project assessed the impact of 21 vocational programs funded for displaced homemakers (DHs) in Pennsylvania during the three-year period 1979-80 through 1981-82. To determine whether the programs focused on priority solutions for the problems of the target population, a review of project proposals and final reports was conducted, and self-reporting questionnaires were mailed to project directors and 345 DH program post-participants. On-site visitations were made to five projects from each of the three funding years, and indepth interviews were conducted with the program coordinator and one to five program participants. Counseling and skill preparation services provided by DH projects resulted in educational and/or career placements for 93 percent of the target population. Program priorities coincided with Federal legislative guidelines for DH programming. Of the DH program participants who returned questionnaires, 47 percent rated their programs as excellent, 25 percent as very good, and only 3 percent as poor. DH programming met the immediate needs of 86 percent of the target population. Of the average per client expenditure of $271 over the three-year survey period, 74 percent was supplied by the Pennsylvania Department of Education. (Instruments are appended.) (YLB)

ED 251 744 CG 017 872

Dossett, Dennis L.; Gier, Joseph A.
Employee Acceptance of BOS and BES Performance Appraisals.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Behavior Rating Scales; *Employee Attitudes; Evaluation Methods; Personnel Evaluation; Sales Workers
IDENTIFIERS- Behavioral Expectation Scales; Behavioral Observation Scales; *Performance Appraisal

Previous research on performance evaluation systems has failed to take into account user acceptance. Employee acceptance of a behaviorally-based performance appraisal system was assessed in a field experiment contrasting user preference for Behavioral Expectations Scales (BES) versus Behavioral Observation Scales (BOS). Non-union sales associates (N=240) of a retail chain were rated by either the BOS or BES appraisal form. Following the performance rating, managers conducted a formal performance review with each sales associate, focusing on reinforcement for engaging in effective job behaviors and setting specific behavioral goals. Sixty-nine percent of the employees (N=165) then completed a questionnaire about the rating form and the performance review session. No significant differences were found between format conditions for self-ratings of goal specificity, participation in goal setting, or perceived goal difficulty. However significant differences in perceptions of fairness and utility were found as well as evidence suggesting greater self-perceptions of motivation and goal acceptance when appraisals were conducted with the BOS rating format. (JAC)

ED 251 774 CG 017 903

Frame, Cynthia L.; And Others
Assessment of Socialization in Children.
SPONS. AGENCY- Georgia Univ., Athens.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; Elementary Education; *Elementary School Students; High Risk Persons; *Identification; Personality Assessment; Personality Problems; Psychopathology; *Socialization; Test Validity
IDENTIFIERS- *Child Socialization Scale

Previous research with adult subjects has indicated that the California Psychological Inventory (CPI) Socialization Scale (SO) is one of the most useful assessment instruments for the identification of individuals with antisocial personality disorder. In order to develop a simple measure to better identify those children at risk for future antisocial problems, 405 children in grades 2-5 were given rewritten items from the socialization scale of the CPI. These items were rewritten into yes/no format with comprehension levels suitable for 6- to 12-year-olds. In addition, teacher nominations and ratings, peer sociometric nominations of aggression and popularity, and self-report measures were collected for each child. For purposes of scale development, the sample was randomly divided into two halves, one for item analysis and one for cross-validation of findings. Data indicated that the Child Socialization Scale demonstrated acceptable internal consistency and concurrent validity. These findings show promise for the Child Socialization Scale as a research tool for the early identification of those children who may be most at risk, specifically for future antisocial behavior problems. (LLL)

ED 251 789 CS 007 769

McFeely, Donald C.

Student Generated Questions: Strategies for Student Involvement to Aid Comprehension.

SPONS. AGENCY- Indiana Univ. of Pennsylvania.

PUB DATE- May 84

NOTE- 33p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984). For related document see CS 007 770.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Critical Reading; Discussion (Teaching Technique); Elementary Education; Grade 5; Grade 6; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Research; Skill Development; *Student Participation

IDENTIFIERS- *Direct Instruction

A research project was conducted to see if students given direct instruction in recognizing and asking literal, interpretive, and critical questions would ask better questions about material they read than students who were not given the same instruction. This premise, based on an extensive search of the literature on questioning and comprehension, was first tested in a pilot study at a university-sponsored elementary school. Subjects were 40 fifth and sixth grade students divided by grade into two control and two experimental groups of 10 each. To evaluate their question generating ability, all were administered a pretest consisting of reading a story and writing down questions they would ask other students about it. These questions were reviewed and categorized in increasing degree of difficulty as having answers that were (1) explicit in the text, (2) implicit in the text, or (3) needed to be supplied from the reader's background. The two experimental groups were then given lessons in how to identify and generate questions using three different teaching strategies. Finally, both experimental and control groups were given a posttest using the pretest story, and asked to write questions about it. Again these were reviewed and categorized. Both experimental groups showed marked increases in the number of questions beyond the literal or textually explicit level, while the control groups showed little or no improvement in their questioning skills. All the teaching strategies seemed successful. Once these results were evaluated, a field study was undertaken for which only preliminary data are available. (RBW)

ED 251 861 CS 208 724

Farah, Rajah; And Others
Language Arts Competencies for Shelf Tests. Wisconsin Competency-Based Testing Program. Bulletin No. 5175.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE- Nov 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Grade 3; Grade 7; Grade 10; Grammar; *Language Arts; *Language Skills; *Minimum Competencies; Rhetoric; Sentence Structure; *Tests; Writing Evaluation; *Writing Skills

Developed by the Wisconsin Department of Public Instruction, this booklet contains the competencies, item specifications, and sample items for the language arts competency tests for grades three, seven, and ten. Each competency statement contains a brief description, sample items, content, question form, and response form. The booklet also offers guidelines for developing the language arts tests. The language arts skills emphasized in the booklet cover four major areas of competence: using standard English, applying correct grammatical concepts, applying correct rhetorical concepts, and using the transcribing skills of spelling, punctuation, and capitalization, as well as the dictionary. (HOD)

ED 251 592 CE 039 243

Toner, Helena; Burrichter, Art

Adults Learning Together. Resources for Staff Development with an Orientation toward Growth.

Florida Atlantic Univ., Boca Raton. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

PUB DATE- 84

NOTE- 58p.; A product of the Statewide Internship and Planning Project.

GRANT- 01-1590-003

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Attitudes; *Adult Basic Education; Aging (Individuals); Audiovisual Aids; Books; Classroom Techniques; Computer Oriented Programs; Educational Gerontology; Educational Resources; Educational Trends; *English (Second Language); Exceptional Persons; Faculty Development; *High School Equivalency Programs; *Inservice Teacher Education; Periodicals; Professional Development; Second Language Instruction; Self Actualization; *Special Education; *Teacher Attitudes; Teaching Methods

This guide contains ideas and resources for adult education. It provides practical suggestions and specific guidance in five areas of adult education: adult basic education, high school completion/general education development, English for speakers of other languages, exceptional adult basic education, and the elderly. The guide focuses on the attitude of staff development planners, trainers, educators and administrators toward adult learning. There are two parts to the guide. Part I contains ideas for the staff development planner. Each of its four sections encourages awareness of human potential, individual growth, and openness to experience. Section 1 presents lists of reference texts and audiovisual materials on the nature of adult learning. Section 2 provides an annotated list of short films suitable for inservice programs that concern attitudes, roadblocks to learning, and decisionmaking. The third section introduces journal writing techniques. Section 4 lists books that point to new and positive directions for adult education. Part II contains practical references and audiovisual materials for staff development in the five areas of adult education. They have been recommended by practitioners in the field. In some sections, curriculum guides and computer-aided instruction for classroom use are included. A list of current periodicals that deal with computers in education also is provided. (KC)

ED 251 619 CE 040 177

Thiel, Kathleen K.
The Gap between Needs and Services for Adult Students in Higher Education.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Students; *Educational Change; *Educational Needs; Educational Research; *Higher Education; Individual Needs; Literature Reviews; Nontraditional Students; Role of Education; *School Role

A literature review examined the roles of institutions of higher education as they relate to access, response to expectations, and adaptation to the uniqueness of the adult learner. It was hypothesized that adult students have needs differing from those of traditional college students. Other hypotheses were that barriers exist that discourage matriculation of adults and higher education can better serve adults by refocusing and modifying its structures. The literature review indicated that adults do differ from the traditional students in age, motivation for attending college, style of learning, family responsibilities, experiential background, and shifting personal circumstances. The literature substantiated that adults face situational and dispositional barriers and that higher education imposes institutional barriers--all of which frustrate and discourage adults from enrolling. The literature indicated that higher education can enhance adult access by identifying and defining its role in regard to the clientele and by restructuring and redesigning administrative, curricular, and service functions. All hypotheses were accepted. Institutions of higher education were recommended to provide increased and more flexible support services, establish inservice for faculty and administrators, adjust class schedules and locations, and provide creative options for financial aid. (YLB)

ED 251 632 CE 040 212

Miller, Stephen S.; Yoder, Edgar P.
Monthly Planning Manual for Beginning Vocational Agriculture Teachers. Final Report.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 83
NOTE- 251p.; For a related document, see CE 039 574.
CONTRACT- 83-2807
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Programs; *Agricultural Education; *Beginning Teachers; Checklists; *Educational Planning; Inservice Teacher Education; Learning Activities; Postsecondary Education; Professional Development; *Program Development; Secondary Education; Self Actualization; Student Organizations; Teacher Administrator Relationship; *Vocational Education; Work Experience Programs
IDENTIFIERS- Future Farmers of America

The purpose of this publication is to aid the beginning teacher of vocational agriculture/agribusiness in planning for the first year as a member of the teaching profession. The manual is organized on a monthly schedule starting with July, since this is often the month when a new vocational agriculture teacher is hired. Each month includes seven key areas of teacher responsibility: instructional program, administrative details, supervised occupational experience, Future Farmers of America (FFA), vocational agriculture teachers' professional organizations, adult program, and professional development. Each key area of teacher responsibility has a list of tasks or suggested procedures to be accomplished each month. There is space for the teacher to check when each task or procedure is completed. General information for beginning teachers is provided in an introductory section called "The First 100 Days." Appendixes to the guide consist of suggested activities for adult farmer programs and FFA chapter programs, as well as sample forms used in a vocational agriculture department. (KC)

ED 251 905 EA 016 625

Angevine, James
Proposed Schenley High School Teacher Center.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 6p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Centers; Demonstration Programs; Experimental Programs; Experimental Schools; Experimental Teaching; *Faculty Development; Improvement Programs; Inservice Education; *Instructional Improvement; Instructional Innovation; Long Range Planning; *Magnet Schools; Professional Development; Professional Training; *Program Implementation; Secondary Education; *Teaching Models; *Teaching Skills
IDENTIFIERS- *Pittsburgh School District PA

Part I of this brief document outlines seven opportunities provided for Pittsburgh secondary teachers by the Schenley High School Teacher Center. These opportunities include observing exemplary instructional activities in a real setting, practicing new skills and techniques, receiving feedback on that practice, and translating theory into practice. Part II covers the center's background from the initial planning activities in fall 1981 to the presentation of final recommendations in May 1982. General student program characteristics, including the center's goal of providing for new magnet programs, are the subject of Part III. Part IV outlines the various phases of the teacher's projected experience with the center, which consists of orientation, direct involvement at the center, and followup reinforcement and support at the home school. Part V, the final section, addresses eight major considerations in the center's development: (1) administration, (2) the advisory council, (3) staffing, (4) students, (5) curriculum, (6) instruction, (7) facilities, and (8) budgeting. (JBM)

ED 251 934 EA 017 279

Cornwall, Bonnie J.

How to Organize and Communicatre Your Energy Data. A Guide to Energy Accounting.

California Energy Extension Service, Sacramento.

SPONS. AGENCY- Department of Energy, Washington, D.C.

PUB DATE- 84

NOTE- 32p.; Some figures will be marginally legible due to small print. For a related document, see ED 242 605.

AVAILABLE FROM- Publications, California Energy Extension Service, 1400 Tenth Street, Sacramento, CA 95814 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Costs; *Data Collection; Elementary Secondary Education; *Energy Conservation; Energy Education; Fuel Consumption; *Information Dissemination; Organizational Communication

IDENTIFIERS- California; Energy Consumption; *Energy Management

Stategies for organizing data on a district's energy use are presented in this guide, originally intended for use in California schools. Also presented are methods of communicating this information to those involved in planning, in recordkeeping, and in motivating staff and students to save energy. The energy accounting system offered in the first section of the guide consists of five sequential tasks: (1) selecting a method of analysis (four possibilities are suggested); (2) establishing an energy inventory and a baseline from which to measure energy usage in subsequent years; (3) developing a system for ranking the energy efficiency of different sites; (4) designing a monitoring system; and (5) initiating a regular system of communication. The second section of the guide considers such practical aspects of communication as reaching the right audiences, recognizing achievement, and using proper formats for easy-to-understand graphs, tables, and presentations. Appendixes explain how to report energy data with temperature corrections, and how to translate utility bills. (PGD)

ED 251 977 EA 017 391

Mulkerne, Suzanne M.; Mulkerne, Donald J. D., Jr.
Perceived Leadership Behavior of Male and Female Exceptional Student Education Directors in the State of Florida.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Evaluation; *Behavior Rating Scales; Elementary Secondary Education; *Leadership Qualities; Questionnaires; *Sex Differences; Sex Stereotypes; *Special Education; Special Education Teachers; Supervisors
IDENTIFIERS- *Special Education Directors

A study was conducted to determine if differences exist between the leadership behaviors of men and women in special education administrative positions in Florida. Participants consisted of 28 exceptional student education directors--14 male and 14 female--along with all 28 of their respective superintendents and two staff members, one male and one female, under each director. The "Leadership Behavior Description Questionnaire Form XII" was used to collect the information. Results indicated that male exceptional student education directors scored higher than their female counterparts in overall leadership behavior. Also in each of the 12 instances where differences were recorded, female directors were rated lower than males. Staff members rated the directors lower on the total leadership score than did superintendents, and the directors rated themselves lower than did any other group. Possible implications of these findings are discussed. A three-page bibliography is included. (TE)

ED 251 659 CE 040 266

Besancon, Francis E.
A Secondary-Level Curriculum in Industrial Electronics and Robotics. Final Report.
Plymouth Board of Education, Terryville, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 15 Jul 84
NOTE- 192p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Behavioral Objectives; Computer Science; Course Descriptions; Curriculum Development; *Digital Computers; Electrical Occupations; Electric Circuits; *Electromechanical Technology; Electronic Control; *Electronics; *Electronic Technicians; Laboratory Experiments; Learning Activities; *Microcomputers; *Robotics; Secondary Education; Trade and Industrial Education

A curriculum was developed to provide the electromechanical skills necessary to operate and repair industrial robots to students at the secondary and adult vocational levels. To determine requirements for entry-level positions in the robotics industry, manufacturers and employers of industrial robots were contacted. No particular entry-level skills were expected for jobs involving the operation and routine maintenance of robots. Positions entailing robot repair and troubleshooting generally required the skills of an electronics technician. Following the nine-page final report is the robotics curriculum. Materials are provided for four courses: electronics I (AC and DC fundamentals), electronics II (control devices and circuit theory), digital electronics, and robotics. Components presented for each course include an introduction, course objectives, and an outline of course content (objectives, content, laboratory experiments and demonstrations) for each of the 7 to 18 units within the course. Some recommendations for student evaluation are made. Appendixes include results of a survey of employment practices in the robotics industry, sample job descriptions and requirements for employment in the robotics industry, and listings of manufacturers of industrial robots, recommended equipment, and textbooks and reference materials. (YLB)

ED 251 673 CE 040 289

Coetzee, C. J. S.; And Others
Training and Career Opportunities for School-Leavers before Standard Ten. Report MM-97. Revised Edition. HSRC Guidance Series GS-3.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0082-5
PUB DATE- 84
NOTE- 170p.; Third Edition.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Adults; Adult Vocational Education; *Apprenticeships; Career Education; Clerical Occupations; *Employment Opportunities; Foreign Countries; *Job Training; Machine Tool Operators; Manufacturing; Mining; Office Occupations Education; *Out of School Youth; Public Service Occupations; Sales Occupations; Service Occupations; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *South Africa

Intended for early school-leavers of all population groups in South Africa, this publication provides basic information on post-school pre-tertiary training. (This training is outside the normal school context and before a Standard Ten or senior secondary school level has been obtained.) Chapter I describes training institutions and schemes and functions of the Department of Manpower. Chapter II provides an overview of apprenticeship training leading to artisan status. Training opportunities at the tertiary level are briefly addressed. Listings follow of designated and non-designated trades. (Designated trades are specified by the Minister of Manpower on recommendation of a manpower training committee.) Requirements, period of apprenticeship, and sources for further information are cited. Chapters III and IV provide information on careers in public service (including careers in government departments, South African Transport Services, postal service, South African Defense Force) and other career fields (clerical, mining, operators, processing and/or manufacturing, sales and related careers, service). Requirements, training, and types of vocational service are described for each career. Chapter V discusses post-school pre-tertiary courses structured and controlled by the Department of National Education. Following an index of careers, an appendix provides addresses of useful organizations and contacts. (YLB)

ED 251 716 CE 040 394

McCray, Paul M.; Blakemore, Thomas F.
National Directory of Rehabilitation Facilities Using Computers.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 84
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Computer Oriented Programs; *Computer Software; Disabilities; Facility Planning; Information Networks; *Information Sources; Mental Health Programs; Mental Retardation; Program Development; *Rehabilitation Centers; *Rehabilitation Programs; *Resources

This directory represents the culmination of a national research project designed to assess the extent to which computer technology is being integrated into rehabilitation facility operations. The directory is divided into six major sections. The first section is a research summary that provides a concise description of how the information included in the directory was derived. It contains information regarding training needs experienced by most facilities, cost of implementing computerized operations, problem areas frequently experienced by facilities, software applications, and so on. Section 2 provides an introduction to computer use as well as applications that specifically apply to many facility operations. Of particular interest may be the information describing the key steps involved in selecting a system for a facility as well as integrating it into existing operations. Sections 3, 4, and 5 are designed primarily to provide readers with specific information on the hardware being used by facilities, software ratings, names and addresses of agencies and contact persons willing to share their expertise, and related information. Finally, a resource section provides a reference for persons interested in obtaining additional information in computer uses not only in rehabilitation facility operations but also in medical settings, public agencies, and among consumers. This final section includes a list of publications of interest, organizations (primarily national in scope), consultants, vendors, training opportunities, and miscellaneous additional resources. (KC)

ED 251 730 CG 017 858

Miller, Gary M.; Sampson, James P., Jr.
A Profile of Counselor Educators at Council for the Accreditation of Counseling and Related Educational Program Insitutions.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); *Counselor Educators; Group Membership; *Participant Characteristics; Professional Associations; *Profiles; Standards

There is considerable interest in the issue of accrediting counselor education programs and in examining the contributions of faculty members to their profession. To investigate the characteristics of the faculty in accredited counselor education programs, a survey was sent to all faculty members in 22 accredited institutions. Data were collected on their general characteristics, teaching load, areas of primary interest, and state and national credentials. An analysis of the results showed that the majority of faculty members are white, middle-aged males. Fifty-three percent hold the Doctor of Philosophy degree and 46% hold Doctor of Education degrees. The majority are tenured professors in counselor education. Teaching was indicated as the preferred professional activity of the respondents. Thirty-five percent of the group are licensed and 19% hold counselor certification. The majority have professional memberships in a variety of counseling related associations. A total of 50% have published between 0 and 11 articles, while 23% have published 20 or more articles. Eighty-three percent of the respondents have engaged in paid consulting activities. These findings provide baseline data to facilitate meaningful comparisons of faculty members at accredited and non-accredited counselor education programs. (BL)

ED 251 759 CG 017 888

Okorodudu, Corann
The Development and Differentiation of What It Means to Be Human.
PUB DATE- 13 Apr 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; Elementary Education; Elementary School Students; *Self Concept
IDENTIFIERS- *Person Perception

Few studies of person perception have examined the development of human nature concepts, i.e., the understanding of what it means to be human. In an attempt to explore the development of what being human means within the framework of cognitive development theory, 55 boys and 60 girls in kindergarten, fourth, eighth, and twelfth grade were given a semi-structured questionnaire consisting of three open-ended items about their understanding of themselves and others. Responses were identified as external or internal concepts and then coded in ten more specific content categories. The results indicated that with increasing age self, persons, and human nature were conceptualized in increasingly differentiated and abstract terms. There was a marked increase in psychological or inferential concepts between the kindergarten and fourth grade level. At the kindergarten level, the concept of human nature was found to be less differentiated than self and persons. In contrast, at the fourth grade level, human nature conceptions were proportionately more internal than external, while self and person concepts were still more external. The results of the study suggest that with age there is an expanded diversity in human conceptions which include increasingly more depth than surface characteristics, more dynamic and transient than static characteristics (LLL)

ED 251 805 CS 007 861

Horodezky, Betty
Professors' Views on Basic Concepts and Reading Skills Essential for College Success.

PUB DATE- May 83
NOTE- 32p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Concept Formation; Difficulty Level; *Educational Research; Higher Education; Humanities; *Listening Comprehension; Natural Sciences; *Reading Comprehension; Reading Skills; Social Sciences; *Teacher Attitudes; Teaching Methods; Technical Occupations; *Vocabulary

Questionnaires were completed by 62 college professors in a study to determine the specific reading and listening comprehension difficulties students were having in various introductory courses (including humanities, natural and social sciences, and the technical professions), and to determine the instructional techniques used by professors to help students overcome vocabulary and comprehension problems in their respective disciplines. The results indicated that the professors viewed vocabulary as the most difficult problem area in introductory courses. Key principles and generalizations also posed a serious problem. The teaching of metaphors or unique language forms appeared to be less of a problem, but should not be considered unnecessary. Teaching techniques most frequently used included lectures, textbooks, and the chalkboard. Recommendations resulting from the study include the following: (1) particular attention to vocabulary and concepts should serve as an integral component of all introductory courses; (2) generalizations, key principles, metaphors, or other unique language must be taught using a wide variety of techniques and approaches; and (3) more attention might be given to pretesting vocabulary and concepts unique to various disciplines to recognize student deficiencies early in the course. (A copy of the questionnaire and the results are appended.) (HTH)

ED 251 819 CS 007 878

Reading and Study Skills and Instruction--Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 8p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; *Content Area Reading; Doctoral Dissertations; Elementary Secondary Education; Program Evaluation; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Strategies; Recall (Psychology); Study Skills; Teaching Methods
IDENTIFIERS- Prereading Activities; SQ3R Study Formula

This collection of abstracts is part of a continuing series providng information on recent doctoral dissertations. The 9 titles deal with the following topics: (1) the effect of subject and training variables on the SQ3R study method; (2) the effects of affective-oriented and cognitive-oriented prereading instruction on seventh grade students' reading comprehension; (3) a metacognitive generative strategies approach to reading comprehension enhancement; (4) the effects of a priming activity on the reading comprehension of a science passage of low prior knowledge subjects; (5) the effect of teaching top-level structure on comprehension and recall of expository text; (6) the interaction of cognitive and affective factors of computer-assisted instruction in secondary school reading; (7) an evaluation of 12 criteria reflecting good junior high/middle school reading programs; (8) the effects of two types of prereading performance of middle school students; and (9) the use of supplemental reading with middle school science/social studies curricula to promote voluntary reading and provide for individual differences. (HTH)

ED 251 833 CS 208 673

Simmons, Charles E.
Mailability v. the Crusader: Williams v. O'Brien.
PUB DATE- Oct 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Censorship; Constitutional Law; *Court Litigation; *Freedom of Speech; *Government Role; Intellectual Freedom; Journalism; Legal Responsibility; *Media Research; Periodicals

IDENTIFIERS- Crusader (The); Postal Service; *Prior Restraint (Censorship); *Williams v O Brien

The issues of prior restraint and press censorship are examined in this paper, which focuses on the 1970 Williams v. O'Brien court case. The paper discusses the litigation, in which Robert F. Williams, as an American citizen living in Peking, China, sued the United States Postmaster General over the banning of the May 1967 issue of "The Crusader," a periodical he published and distributed to the United States and other countries from Peking. (The Postmaster General had banned the issue citing an act of congress that provides for the nonmailability of matter tending to incite arson, murder, or assassination, and other national security related provisions of the United States.) The first section of the paper traces the history of postal censorship in this country from the Washington administration forward, and then presents a detailed exposition of the plaintiff's arguments--that the breadth and vagueness of the censorship statutes put them in violation of First and Fifth Amendment freedoms, and that no notice or judicial hearing to determine mailability was provided for in these statutes. The defendant's answer follows, leading into an explanation of the decision rendered by a three-judge panel of the U. S. District Court for the District of Columbia. A concluding section discusses the parallels between this case and the subsequent Pentagon Papers case (New York Times v. United States), and raises the question of whether "The Crusader" and its publisher were victims of a de facto bill of attainder. (RBW)

ED 251 848 CS 208 701

Stoddard, Ann H.

Teaching Social Studies in the Primary Grades with Children's Literature.

PUB DATE- 20 Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; *Evaluation Criteria; Guidelines; Instructional Materials; Interdisciplinary Approach; Primary Education; *Social Studies; *Teaching Methods; Textbook Selection; Thematic Approach

Intended for primary school teachers involved in social studies instruction, this paper offers guidelines for selecting and using children's literature to teach social studies concepts. The paper first deals with selecting children's literature works, presenting basic considerations relating children's developmental stages to characteristics of children's literature. It then outlines criteria for evaluating books suitable for primary grade social studies, including characterization, dialogue, plot, theme, and conflict. The remainder of the paper presents three organizational patterns that involve the use of children's literature in the teaching of primary grade level social studies (book lists are included): (1) area study, which makes use of historical fiction, folklore, biographies, and wordless picture books; (2) problems approach, focusing on themes such as ecology, urban environment, and life problems; and (3) worldmindedness, using fiction describing history, geography, and life in different countries. (HTH)

ED 251 862 CS 504 736

Neal, Kay

The Relationship between Human Communication Functional Dominance and the Dimensions of Consideration and Initiating Structures on Leadership Styles.

PUB DATE- Nov 82

NOTE- 51p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Freshmen; *Communication Research; Comparative Analysis; Higher Education; Leadership Qualities; *Leadership Styles; *Research Methodology; Speech Communication; *Test Validity

IDENTIFIERS- *Communication Dominance

A study was conducted to determine whether there is a significant correlation between the scores obtained on a communication functional dominance instrument and those obtained from an instrument of the Ohio State Leadership Scales. Subjects, 102 freshman speech students, completed the Human Communication Functional Dominance instrument, which measures linking (social) and regulation (verbal control of others) functions of leadership behavior. They also completed the Leadership Behavior Description Questionnaire (from the Ohio State Leadership Scales), which measures the consideration (mutual trust) and initiating structure (directing subordinates) dimensions of leadership. It was hypothesized that subjects scoring high in one or the other of the functional dominance characteristics would also score high on the parallel function of the leadership behavior questionnaire. The total number of linking and regulation responses was recorded from the functional dominance instrument and the number of initiating and consideration responses was recorded from the leadership behavior questionnaire. The subjects were then rank ordered on the four characteristics. The correlation coefficients found between the variables were extremely low and did not support the hypothesis. (Copies of the instruments used in the study are appended.) (HTH)

Crapse, Larry
Instructional Improvement Speech Handbook. Secondary Level.
Florence School District 1, S.C.
PUB DATE- 83
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Debate; *English Curriculum; Guides; Listening Skills; Oral Interpretation; *Public Speaking; Secondary Education; *Speech Communication; Speech Curriculum; Speech Evaluation; Speech Habits; *Speech Instruction; Speech Tests
IDENTIFIERS- Basic Skills Improvement Policy (Massachusetts)

Recognizing that speech is an important component of the language arts and that the English curriculum is the most natural place for speech skills to be fostered, this handbook examines several methods of developing speech competencies within the secondary school English classroom. The first section, "Looking at Speech," examines the nature of speech, the origins of speech, functions of speech, history of speech instruction, current speech instruction, the importance of speech skills, and state standards for oral communication. The second section, "Oral Communication," examines the models of the communication process of Berlo, Schramm, and Allen. It also discusses major communication functions, audience context, and the speaking process. The final section, "Speech Activities," discusses the planning of speeches, types of speeches, gathering and evaluating information, developing a speech, rehearsing and delivering speeches, discussion techniques, debate, and oral interpretation. Among the appendixes are a list of oral communication skills needed in business and industry, guidelines for minimal competencies in speaking and listening, speech functions and corresponding behaviors, and the Massachusetts Department of Education Assessment of Basic Skills Speaking Assessment Ratings Guide (related to the Massachusetts Improvement Policy). Extensive references conclude the document. (HOD)

ED 251 949 EA 017 356

Stuhr, Robert L.; Jarc, Jerry A.
Annual Fund. Estate Planning.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 29p.; Papers presented at a symposium sponsored by the Office of Development/NCEA held at the Annual Convention, Religious Education Congress and Exposition (81st, Boston, MA, April 23-26, 1984). For related document, see EA 017 357.
AVAILABLE FROM- Publications Sales, National Catholic Educational Association, 1077 39th Street, N.W., Suite 100, Washington, DC 20007 ($4.00 plus $3.00 postage and handling, prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Donors; Elementary Secondary Education; Estate Planning; Financial Support; *Fund Raising; Institutional Advancement; *Private Financial Support; *Private School Aid; Program Development; Public Relations; Trusts (Financial); *Wills
IDENTIFIERS- *Annual Funds

The first of a series, this publication consists of two symposium presentations. The first paper, "Annual Fund: Cornerstone of Development," by Robert L. Stuhr, defines the annual fund concept in the context of institutional development and provides five requisites for a successful annual fund: it must (1) be part of an ongoing development program, (2) have specific stated purposes, (3) enhance the educational program, (4) be assigned to a definite time period, and (5) be supported by a case statement. Next, the steps that lead to a successful annual fund are discussed: research and identification, evaluation, cultivation, involvement, asking for the investment, acknowledgement, and recognition. The second paper, "Estate Planning: A New Resource," by Jerry A. Jarc, sugests methods for securing charitable bequests from regular donors by encouraging them, for their own advantage and for that of the school, to include provisions in their wills for deferred gifts. A step-by-step approach is offered for developing estate planning as a potential long-term resource for school support. (TE)

ED 251 606 CE 039 803

Weiman, Elaine R.

Power Load Margin Concept: Key Components of Adulthood.

PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the National Adult Education Conference (Louisville, KY,
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Learning; Adults; Adult Students; Age Differences; Age Groups; *Aging (Individuals); *Developmental Psychology; *Developmental Stages; *Individual Characteristics; Middle Aged Adults; Postsecondary Education; Psychological Testing; Student Evaluation; Values
IDENTIFIERS- Margin in Life Scale; *Power Load Margin Theory

In March 1959, Howard McClusky introduced his Power Load Margin (PLM) theory and proposed that it be used for studying the adult years and for developing and building realistic educational programs for adults. His formula, which states that the key components of adulthood are load (the demands made upon the individual by self and society) and power (a combination of interacting factors that the individual possesses to sustain the load), is grounded in the studies in biographical psychology that were conducted by Charlotte Buhler and Elsie Frenkel-Brunswick; moreover, it was confirmed by the research in the area of changes in adult values and perceptions of reality occurring at different stages in adulthood that was conducted by R. C. Peck and W. E. Henry. McClusky did not develop a research instrument to test the PLM formula; however, in 1973 Joanne Sabol Stevenson began studies that resulted in the formation of the Margin in Life scale. It can be used as an assessment tool to identify areas of strength and weakness as well as potential power in adult students, helping them modify their life space to meet their educational goals more effectively. (MN)

ED 251 620 CE 040 189

Aagard, James A.; Ansbro, Thomas M.
The Naval Enlisted Professional Development Information System (NEPDIS): Front End Analysis (FEA) Process. Technical Report 159.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-159
PUB DATE- Oct 84
NOTE- 47p.; For a related document, see ED 218 476.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Career Development; Databases; Educational Needs; Employment Opportunities; *Employment Qualifications; *Job Analysis; Job Skills; Military Personnel; *Military Training; *Occupational Information; Postsecondary Education; Program Design; Program Development
IDENTIFIERS- *Front End Analysis; *Navy

The Naval Enlisted Professional Development Information System (NEPDIS) was designed to function as a fully computerized information assembly and analysis system to support labor force, personnel, and training management. The NEPDIS comprises separate training development, instructional, training record and evaluation, career development, and audit subsystems. This report focuses on the front-end analysis process which produces the job task inventory file. Input for the NEPDIS front-end analysis process comes from documented occupational data sources that are entered into the computer by Navy subject matter experts. Computer programs analyze the job task data and produce job task inventory listings that contain all job tasks for a given Navy rating and pay grade. The system can also produce such data as job task inventory terminal learning objectives, task-specific billet descriptions, rating-specific skills, and rating-specific knowledges. The NEPDIS front-end analysis process has had a trial application with four avionics ratings. (This report includes numerous sample NEPDIS and job task inventory outputs.) (MN)

ED 251 688 CE 040 323

Educational Attainment of Workers, March 1982-83. Special Labor Force Report. Bulletin 2191.

Bureau of Labor Statistics (DOL), Washington, D.C.

PUB DATE- Apr 84

NOTE- 67p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Adults; Age Differences; Career Education; *College Graduates; *Educational Attainment; Employed Women; *Employment Level; *Employment Statistics; *Labor Force; *Occupations; Participant Characteristics; Racial Differences; Sex Differences

IDENTIFIERS- Current Population Survey

As this report illustrates, nearly one in four adult workers today has completed college, while in 1970 just one in seven had as much formal schooling. This growth, together with the higher labor force participation rates of college graduates, has generated significant increases in the college-educated work force. Other factors include women's increased share of the college-graduate work force, the ongoing decline in the number of school leavers, and higher proportions of Blacks and Hispanics with college degrees. Data continue to confirm that educational attainment is one of the most important determinants of occupation. Following the four-page report is an explanatory note briefly describing the concepts, definitions, and estimating methods used in the Current Population Surveys 1983 and 1982 from which the data were taken, and indicators of data reliability. Appendixes contain 27 supplementary tables, including educational attainment of the civilian labor force by sex; employment status by years of school completed and other variables; labor force status by years of school completed and other variables; labor force status of women by marital status, age, and years of school completed; employed civilians by years of school completed and other variables; and unemployed persons by years of school completed and other variables. (YLB)

ED 251 702 CE 040 364

Shifting Gears 2. Hands-on Activities for Learning Workplace Skills and English as a Second Language. A Teacher's Handbook.

Experiment in International Living, Brattleboro, VT.; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.

PUB DATE- 84

NOTE- 340p.; For related documents, see ED 245 119-120, ED 246 669, and ED 250 950-952.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adjustment (to Environment); *Adult Basic Education; Behavioral Objectives; Classroom Techniques; Cultural Education; *Daily Living Skills; *English (Second Language); *Indochinese; Learning Activities; Literacy Education; *Prevocational Education; *Refugees; Relocation; Second Language Instruction; Teaching Methods; Vocational Education

IDENTIFIERS- *Vocational English as a Second Language

This teacher's handbook is the second part of a two-volume curriculum designed to assist teachers providing instruction in vocational English as a second language (ESL) to Indochinese refugees. The main section of the guide, consisting of 24 hands-on core lessons, includes learning activities geared toward helping students develop prevocational, daily living, cultural, and English language skills. Each of the lessons contain some or all of the following: a list of purposes; a list of needed tools and materials; a language pattern drill; a hands-on learning activity; and notes to the teacher regarding preparing and presenting the activity, language skills addressed in the activity, and cultural factors touched upon in the lesson. Also provided in the guide are an introduction discussing its use, 3 optional simulations, 20 optional lessons, 2 sections of optional learning activities dealing with language and literacy, and an appendix containing sample handouts. (MN)

ED 251 745 CG 017 873

Thomas, Patricia J.

Women Officers' Performance Evaluations: Faint Praise May Affect Promotions.

PUB DATE- Aug 84

NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Females; Job Performance; *Officer Personnel; Personality Traits; *Personnel Evaluation; *Promotion (Occupational); *Sex Bias; *Sex Differences; Sex Stereotypes

IDENTIFIERS- *Performance Appraisal

While comments in performance evalutions usually focus on competency, potential, and personality characteristics, discussions of personality are particularly vulnerable to sexual stereotyping. To determine whether gender influences the narrative portion of naval officers' evalutions, narrative information was extracted from the comments section of the performance evaluations of 239 line officers (120 women, 199 men). Content analysis indicated that men's evaluations contained significantly more comments, recommendations for future assignments, and recommendations for the position of commanding officer. There was a significant difference by gender in the words used to describe behavior. Male officers were described as competent, logical, dynamic, mature and aggressive on the job, and more effective in training others. Women were more often described as well-groomed, supportive of equal opportunity programs, and an asset to their commands. To examine the practical implications of the language differences in evaluation, two prototype evaluations were created, one typically descriptive of a female officer and the other of a male officer. All references to gender were avoided, and both were equally positive. Mid-level officers (N=67) reviewed the two evaluations. Overwhelmingly, they chose for promotion the officer having the male descriptors. Results suggest that women with begnignly worded evaluations will not reach the upper ranks of the military. (JAC)

ED 251 775 CG 017 904

Counts, Carol R.; Adams, Henry E.
The Assessment of Ideal Body Size by Subjects and Objective Raters.
PUB DATE- 29 Mar 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; Body Weight; Eating Habits; *Females; Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- *Bulimia

Research has indicated that bulimics desire to weigh below the minimum healthy weight for their height. In order to examine differences between subjects' and raters' assessment of ideal body size, women participants were separated into four groups, consisting of 11 bulimics and 36 normal-weight females divided into dieters, restrained normals, and normals. Each subject was presented with a set of seven silhouettes, with one silhouette drawn from her photograph. The remaining silhouettes represented 2.5 percent, 5 percent, and 7.5 percent increases and decreases in the size of the original figure. Each subject selected her ideal figure from the seven randomly-presented silhouettes. Subsequently, female raters selected an ideal figure for each of the 47 subjects. The results indicated no differences between subjects' and raters' selection of ideal body size for any of the groups; no group desired to be thinner than the degree of thinness considered appropriate by others. However, neither the subjects nor the raters viewed any of the groups as being an ideal size at present, including the normal group who averaged 4.5 percent underweight. (Author/LLL)

ED 251 790 CS 007 770

Martin, Lillian
Classroom Applications of Questioning Strategies.
PUB DATE- May 84
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984). For related document see CS 007 769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Cognitive Processes; Discovery Learning; *Discussion (Teaching Technique); Elementary Secondary Education; Learning Processes; *Learning Strategies; *Questioning Techniques; *Reading Instruction; *Teacher Role; Teaching Methods

Children are capable of good thinking, asking perceptive questions, ferreting out implications, making applications, formulating conclusions, and making valid predictions and evaluations. Evidence indicates that these capabilities can be improved by teaching children about questions and questioning. Before such questioning strategies have much impact in the classroom, however, it will be necessary to include instruction about questions and questioning in preservice and inservice courses and workshops for teachers. On-the-spot discussion guided by a skillful teacher is probably one of the best techniques for developing children's ability to react mentally with meanings embedded in printed symbols. The teacher, however, must carefully prepare for each discussion and be ready with astute questions and remarks, ready to follow and guide discussions into proper channels, ready to step back when children are taking over in ways conducive to growth in their thinking processes, and ready to step in with a question or remark that will stimulate further mental activity and afford subtle guidance in arriving at a sound judgment. There seems to be no good reason why such comprehension instruction cannot begin at the primary school level. (RBW)

ED 251 891 EA 016 603

Piele, Philip K., Ed.
The Yearbook of School Law, 1983.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
NOTE- 347p.; For individual chapters, see EA 016 604-611.
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 W. 29th, Suite 223, Topeka, KS 66614 ($25.95 plus $1.50 postage and handling, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; Collective Bargaining; Constitutional Law; Desegregation Litigation; Educational Administration; Educational Facilities; Educational Finance; Elementary Secondary Education; Employment Practices; Equal Education; *Federal Courts; *Governance; *Government School Relationship; Higher Education; Labor Problems; Legal Problems; Legal Responsibility; Private Schools; Public Schools; Resource Allocation; School Closing; School Districts; *School Law; School Taxes; State Boards of Education; *State Courts; Student Rights; Teacher Employment; Torts

This comprehensive reference reviews court decisions affecting the operation, management, and governance of public schools. This edition analyzes all public school cases decided during the 1982 calendar years and reported in West's Regional, Federal, and Supreme Court Resports, through the December 1982 advance sheets. Included as well are 1981 cases not reported in last year's edition; however, only significant higher education cases reported last year are included. The book's chapters are "Governance" by Thomas N. Jones; "Employees" by Joseph C. Beckham; "Bargaining" by Delbert K. Clear; "Pupils" by Henry S. Lufler, Jr.; "Torts" by Paul W. Thurston; "Finance" by Richard A. and Daniel M. Rossmiller; "Property" by Steven M. Goldblatt and Philip K. Piele; and "Higher Education" by Robert M. Hendrickson. A table of cases and an index are appended. (MJL)

ED 251 919 EA 017 259

Improving Students' Thinking Skills. The Best of ERIC on Educational Management Number 77.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 5p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstract Reasoning; Annotated Bibliographies; Concept Formation; Generalization; *Learning Processes; Literature Reviews; Teacher Student Relationship
IDENTIFIERS- *Thinking Skills

Among the 12 documents selected for this annotated bibliography of documents and journal articles in the ERIC database is an expert's argument that the brain's multipath and multimodal capacities are ignored by educators. Another writer fears that the "back-to-basics" movement may have eclipsed the prominence earlier accorded to thinking skills. One article outlines obstacles to the effective teaching of thinking skills, and suggests five steps educators can take to improve their teaching. Other entries include a list of 11 criteria that must be met to establish a classroom environment conducive to the development of thinking skills, and a discussion of short- and long-term strategies for strengthening the teaching of critical thinking. Research contributions include a survey of 278 teachers concerning their opinions and practices regarding the teaching of problem-solving skills, and a finding that brainstorming-like sessions significantly enriched biology students' ability to inquire into scientific problems. Accounts of programs include an analysis of the kinds of thinking taught in current programs and a description of a program to teach thinking skills that identifies 34 mental activities. Also included is a description of three computer programs that generate a variety of problems for students to solve as a means of developing higher-level thinking skills. (MLF)

ED 251 963 EA 017 374

Dolan, Robert C.; And Others
Research Issues in the Economics of Education and Growth. Occasional Papers in Educational Policy Analysis: Paper No. 409.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cost Effectiveness; *Economic Factors; Economic Progress; Economics Education; Educational Administration; *Educational Economics; Educational Equity (Finance); *Educational Policy; Educational Supply; Efficiency; Elementary Secondary Education; Financial Support; Labor Force Development; Politics of Education; *Productivity; Resource Allocation; Vocational Education
IDENTIFIERS- *United States (Southeast)

This report discusses diverse economic issues involved in educational reforms aimed at improving economic growth. The focus is on elementary and secondary education in the southeastern United States. After a general overview of the economics of educational reform, section I discusses the issues involved in modeling and estimating the linkages between education and growth. Section II examines the financial implications of commitments to "equity" in educational reform. Section III discusses specific policy areas with an emphasis on assessing cost effectiveness. Issues discussed include "the basics," vocational education, counseling, economics education, and faculty and administrative inputs. The broad objective of this report is to provide an appreciation of the research agenda in economics that is necessary to undergird informed educational policy for economic growth in the decades ahead. A summary of this agenda appears in section IV, and a three-page bibliography is included. (TE)

ED 251 593 CE 039 394

Smith, Clifton L.; And Others

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations.

Missouri Univ., Columbia.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

PUB DATE- 30 Jun 84

NOTE- 62p.; For a related document, see ED 220 526.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Extracurricular Activities; High Schools; Leadership; Leadership Qualities; Leadership Training; *Program Effectiveness; *Student Attitudes; Student Characteristics; *Student Leadership; *Student Organizations; Student Participation; *Vocational Education

IDENTIFIERS- Distributive Education Clubs of America; Future Business Leaders of America; Future Farmers of America; Future Homemakers of America; Home Economics Related Occupations; Vocational Industrial Clubs of America

Studies were conducted to determine the goals of five organizations for high school vocational students and the extent to which local clubs are meeting these goals and developing affective skills and leadership abilities through appropriate activities. Survey questionnaires were developed and administered to many local chapters of the following organizations: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA-HERO), and Vocational Industrial Clubs of America (VICA). This report summarizes separately the findings of each of the five surveys (which, in general, found the clubs to be instilling leadership qualities in their members and conducting activities that are acceptable to them). The report also makes recommendations for strengthening each of the programs. (KC)

ED 251 633 CE 040 213

Brum, Joseph

Effects of Audio-Visual Supported Instruction and Instruction without Audio-Visual Support on Student Grade Point Average. Learning Theory and Applications.

PUB DATE- 30 Mar 82
NOTE- 25p.; Doctoral practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Instruction; Comparative Analysis; Economics Education; *Grade Point Average; Influences; *Multimedia Instruction; *Outcomes of Education; Postsecondary Education; Pretests Posttests; Program Effectiveness; Student Attrition; *Teacher Effectiveness; Teaching Methods

A study examined the effect of audiovisual-supported instruction on student grade point average. Two groups of students in economics classes taught by the same instructor served as the sample population for the study. The first group, consisting of 36 students, received four 1-hour lectures each week. The second group, consisting of 32 students, received minimal lecture material and heavy exposure to audiovisual media in the form of graphs, cassette lecture tapes, films, and other related materials. The grade point averages, pre- and posttest scores, and attrition rates of students in the experimental and control groups were compared. This comparison revealed that both methods of instruction were equally successful with respect to grade point average. Attrition rates were low in both classes--8.5 percent in the experimental group and 10 percent in the control group. Results clearly indicate that audio-visual aided instruction is effective; however, future studies and experimentation in the area of instructional methods will be required. (Detailed breakdowns of the study data are appended. (Author/MN)

Henderson, William Edward, Jr., Ed.
Articulated, Performance-Based Instruction Objectives Guide for Machine Shop Technology.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
PUB DATE- Jun 84
NOTE- 771p.; Prepared by the Occupational Education Articulation Program Task Force Committee for Machine Shop/Technology.
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Competency Based Education; Criterion Referenced Tests; Curriculum Guides; Employment Opportunities; High Schools; Job Skills; Learning Activities; Machine Repairers; *Machine Tool Operators; *Machine Tools; *Machinists; *Numerical Control; Performance Tests; Postsecondary Education; Secondary Education; *Trade and Industrial Education; Units of Study

This articulation guide contains 21 units of instruction for two years of machine shop. The objectives of the program are to provide the student with the basic terminology and fundamental knowledge and skills in machining (year 1) and to teach him/her to set up and operate machine tools and make or repair metal parts, tools, and machines (year 2). Introductory materials include recommended secondary and postsecondary programs. The nine units in year 1 are entitled introduction, precision measuring instruments, work layout, benchwork, grinding, drill press, power saws, basic engine lathe work, and mill work. The twelve units in year 2 are entitled advanced blueprint reading, turret lathe, surface grinder, shaper, tool and cutter grinder, heat treatment, hydraulic press, computer numerically controlled machining, machining math calculations, machine shop projects, oxyacetylene cutting/welding and brazing, and shielded metal arc welding. Each unit contains a unit overview, prerequisites, standards, suggested instruction times, and tasks. A task sheet for each task details the performance objective, performance actions, performance standards, suggested instruction time, resources, and related technical information. Additional references include matrixes of occupational competencies, suggested job skills, and a list of equipment. Sample outcome-referenced and performance tests are provided for most units. Appendixes include sample articulation agreements, and test directions. (YLB)

ED 251 660 CE 040 269

Nickse, Ruth S.
The College Work-Study Adult Literacy Project.
National Association of Student Employment Administrators.
PUB DATE- Sep 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; Colleges; *College Students; Demonstration Programs; Higher Education; Illiteracy; Institutional Cooperation; *Literacy Education; School Community Relationship; *Student Employment; *Tutorial Programs; *Work Study Programs
IDENTIFIERS- *College Work Study Program

In academic year 1983-84, 19 postsecondary institutions participated in adult literacy projects under the Federal College Work Study (CWS) Program as part of the National Adult Literacy Initiative. (This report presents data from the 18 projects that returned questionnaires.) Approximately 256 college students tutored in reading, writing, math, and English as a second language or assisted in other jobs related to the delivery of literacy services at sites on and off campus. More than 8,200 adults benefited either directly or indirectly from the demonstration projects. Participating colleges/universities recruited, selected, hired, and trained literacy workers, let a collaborating agency do this, or did it jointly. Recruitment of adult participants was often the task of the collaborating agency. The type of training and inservice varied with job responsibilities, with most having a general orientation and specific task-related training. Major problems included the timing of the initiative, which made selection of eligible students difficult, and locating the matching funds and institutional expenses other than the match. Participating academic institutions, college students working on the projects, and communities all benefited from the project. Increases in skills, self-confidence, and motivation were noted in adults who received services. (Names and addresses of participants are appended.) (YLB)

ED 251 731 CG 017 859

Clair, David J.; Genest, Myles

Variables Associated with the Adjustment of Offspring of Alcoholic Fathers.

PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). This work was assisted by a grant from the Saskatchewan Health Research Board.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Coping; Depression (Psychology); *Emotional Adjustment; Family Influence; *Fathers; Parent Influence; *Social Adjustment; *Young Adults

Although research has shown the problems associated with being the offspring of an alcoholic, not all such offspring are maladjusted. To investigate the relationships among variables associated with the adjustment of children of alcoholic fathers, 30 offspring of alcoholic fathers and 40 controls, aged 18 to 23 years, completed demographic, environmental, social support, and coping measures. An analysis of the results showed that children of alcoholics reported more distressing situations than did children of non-alcoholics.

Children of alcoholics also used emotion-focused coping strategies more often than problem-focused coping. In examining the interaction of variables, it was found that 40% of the variance in the depression pronenesss of offspring of alcoholics could be accounted for by the degree to which the family encouraged independence, the amount of informational support available, and the degree to which self-blame was used. In addition, 40% of the variance in self-esteem could be accounted for by family cohesion and the degree to which emotion-focused coping was used. These findings support an interactional approach to the examination of offspring adjustment. (BL)

ED 251 760 CG 017 889

Bunker, Barbara B.; And Others
The Competitive Behaviors of Men and Women: Is There a Difference?
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; College Students; *Competition; Employment Interviews; Higher Education; *Sex Differences

Although the belief that women are not socialized to be competitive is widely held, research findings in this area are not conclusive. To compare the behaviors and the perceptions of behavior in men and women in a realistic setting, 180 students participated in a 2-hour, two-part simulated job interview that required either competitive or neutral behaviors for success. Both self-report measures and content coding of actual behavior were used. Results were analyzed separately for single-sex and mixed-sex pairs. Few differences emerged in single-sex pairs, but large and consistent gender differences in competitive and affiliative behaviors emerged in the mixed-sex pairs, usually of a stereotypic nature. Men in mixed-sex pairs made more positive statements about themselves and reported being concerned with looking strong. Women in mixed-sex pairs reported trying to avoid conflict. Responses to the competitive and neutral settings were similar. Results suggest that women are capable of acting as competitively as men but may choose not to do so when interacting with men. Men, on the other hand, maintain their competitiveness. (JAC)

ED 251 906 EA 016 626

Gorman, Charles J.

Registration and School Improvement.

Pittsburgh Univ., Pa. School of Education.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 25p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Compliance (Legal); *Educational Assessment; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Institutional Evaluation; Long Range Planning; Program Evaluation; Reports; *School Effectiveness; *State Programs; *Statewide Planning
IDENTIFIERS- *Long Range Planning for School Improvement PA

Although Pennsylvania's Long Range Planning for School Improvement (LRPSI) assumes linkage between school improvement and school compliance with state-mandated registration process guidelines, the extent to which the newly mandated evaluation/registration process will actually contribute to substantive school improvement and a rebuilding of public confidence in the schools remains to be seen. Following a review of long-range planning model assumptions and alternatives and their implications for the evaluative phase of LRPSI (called "registration"), the author examines this phase in detail and suggests that LRPSI stipulations tend to promote reporting over evaluation. The author offers an alternative implementation, evaluation, and registration proposal for school improvement processes that addresses the following: (1) public confidence in schools, (2) action plan implementation and mutual adaptation, (3) school improvement and the role orientation of key participants, (4) organization of relevant information about change processes, (5) dissemination of evaluation information both to inform citizens and to advise decision-making, and (6) project development documentation and the unrestricted review of improvements. The proposal argues for a more open analysis of school efforts to change than the LRPSI registration process' present tendency toward mere state validation of existing behavior. (JBM)

ED 251 935 EA 017 280

Littleton, D. Mark; Turner, A. Lynn
A Descriptive Study of the Role of the Superintendent as Viewed by School Board Members in Texas.
East Texas School Study Council, Commerce.
PUB DATE- Jun 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; Predictor Variables; *Superintendents
IDENTIFIERS- *Board of Education Members; Texas

A questionnaire completed by 251 school board members from across Texas revealed wide disagreement over the role of the school superintendent. Respondents identified the sizes of their districts, their educational attainment levels, and their lengths of tenure, then indicated whether responsibility for each of 29 tasks in 4 broad areas should rest with the board, the superintendent, or both. In most cases the superintendent was considered primarily responsible. Superintendents were least often considered responsible in tasks related to taxes, bond issues, establishment of personnel benefits, and selection of architects. The larger the respondent's district, the more responsibility tended to be delegated to superintendents for budgeting and finance, personnel, and school facilities and community relations, while less responsibility tended to be delegated in the areas of curriculum and student discipline. More educated board members tend to delegate greater responsibility in the area of curriculum and student discipline. No relationship was found between board member tenure and attitudes toward the superintendent's role. A survey of the literature provides a context for the study, and an 85-item bibliography lists relevant documents. (PGD)

ED 251 978 EA 017 392

Crohn, Leslie
Providing Effective Technical Assistance in Educational Settings. Part I: A Research Synthesis. Research Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 49p.; Prepared for the Northwest Regional Exchange. For part II of this report, see EA 017 393.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Consultants; *Consultation Programs; Educational Change; Educational Innovation; Elementary Secondary Education; Intervention; *Linking Agents; Professional Services; Program Evaluation; *Technical Assistance
IDENTIFIERS- Northwest Regional Exchange

A two-part report, sponsored by the Northwest Regional Exchange, focuses on the role of technical assistance in educational settings. This document, part I of the report, presents an overview of major research and literature findings, including the extant knowledge base and the state of the art in technical assistance. The introduction discusses the relationships among technical assistance, communication, and the phenomenology of change. The main body of the document describes aspects of technical assistance. Topics include (1) a definition of technical assistance and the role of the consultant, (2) the goals of technical assistance, (3) the consultant as change agent, (4) the role of the broker in technical assistance, (5) the role of the funding agency, (6) a historical perspective, (7) ad hoc consultation, and (8) new organizational designs. A summary follows, suggesting that success in technical assistance systems requires efforts in three major categories: comprehensive evaluation, appropriate preparation of consultants, and a variety of systems for diverse educational settings. A four-page bibliography is included. (TE)

ED 251 607 CE 039 811

Gardner, Brenda S.; Mueller, Daniel K.

Pygmalion Revisited: Turning Teachers into Trainers. A Faculty Utilization Guide for Managers of Training and Development/Continuing Education.

PUB DATE- 10 Nov 84

NOTE- 15p.; Paper presented at the National Adult Education Conference (32nd, Louisville, KY, November 10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Check Lists; *Continuing Education; Coordination; *Data Collection; *Faculty Evaluation; Guidelines; *Indexing; *Information Storage; Postsecondary Education; Recruitment; Resource Materials; Resource Staff; *Resource Teachers; Trainers

This guide is designed to assist managers of training and development or continuing education in developing a resource file of faculty at their own institution who have the potential to perform various training and development functions. Addressed in the individual sections of the guide are the following steps involved in creating such a file: developing contacts, gathering data, assessing faculty interest and potential, identifying faculty incentives and rewards, and indexing. The guide includes a checklist for use in assessing faculty interest and potential in the areas of needs assessment/research, program planning and design, subject matter expertise, program delivery, and program evaluation. A summary sheet designed to facilitate cross-indexing and referencing of faculty resources is also provided. (Author/MN)

ED 251 674 CE 040 290

Ellis, C. S.
The Promotion of Literacy in South Africa: Numbers and Distribution of Literate Black Adults. Report TLK/Lit 2.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-86965-867-0
PUB DATE- 82
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; *Black Population Trends; *Blacks; Census Figures; Data Analysis; Educational Research; Foreign Countries; *Illiteracy; Literacy Education; *Trend Analysis
IDENTIFIERS- Africa (South); *South Africa

Literacy trends among Black adults in the Republic of South Africa and in some Black states in southern Africa were determined from data obtained from population census reports from 1946 to 1970. Problems concerning the determination of literacy statistics included differing definitions of literacy and data that were subjective, difficult to compare, and unreliable. During the period studied, there was an increase in literacy which amounted to about one percent per annum. Literacy tended to be higher in urban areas than in rural areas and higher in white areas than in Black states. In urban areas the percentage of literate women was higher than that of literate men; the position was reversed in the rural areas. For the total Black population literacy among men was slightly higher than among women. Literacy was higher among lower age groups. The biggest increase in literacy was also in the lower age groups and among males. The promotion of literacy among all the identified groups was recommended. (Twenty-two tables and six graphs are appended.) (YLB)

ED 251 717　　　　　　　　　　　　　　　　　　　　CE 040 399

Maryland State Advisory Council on Vocational-Technical Education. 14th Report. Fiscal Year 1983.
Maryland State Advisory Council on Vocational-Technical Education, Baltimore.
PUB DATE- 83
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Annual Reports; *Educational Assessment; Educational Finance; Educational Planning; Money Management; Needs Assessment; Program Descriptions; *Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Education; State Departments of Education; State Federal Aid; State Programs; *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Maryland

This report presents an evaluation of the effectiveness of vocational-technical education programs, services, and activities carried out during fiscal year 1983 in accordance with the program goals set forth in the Maryland Five-Year Plan, 1983-1987, and FY 1983 Annual Program Plan. The report is based on information obtained from a number of different sources, including special council studies and reports, school visitations, participation in and monitoring of on-site program evaluations, testimony received at public meetings, and various reports and supporting data received from the State Department of Education, Division of Vocational-Technical Education. Part I addresses the mandated content of the report including an evaluation of the effectiveness of the manner in which activities were implemented, a review of program evaluation results, analyses of the distribution and use of Federal funds, and recommendations of the Council. Part II includes reports on activities of the State Occupational Information Coordinating Committee and local advisory councils. Part III presents several tables on vocational-technical education program enrollments. A list of activities in which the Council committees will become involved during fiscal year 1984 is provided in Part IV. (KC)

ED 251 806 CS 007 862

Frager, Alan M.; Thompson, Loren

Conflict: The Key to Critical Reading Instruction.

PUB DATE- Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Ohio Council of the International Reading Association (30th, Columbus, OH, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Conflict Resolution; Content Area Reading; *Critical Reading; *Critical Thinking; *Language Processing; Reading Ability; *Reading Instruction; Reading Skills; Secondary Education; *Teaching Methods

When readers encounter the dissonance of conflicting ideas and are motivated by the psychological discomfort to resolve the dissonance, the effort to alleviate this discomfort may well result in the activation of those cognitive processes termed critical reading and thinking. With this in mind, one approach to teaching critical reading treats reading as a meaning-driven, hypothesis-generating process that involves interactions between the thoughts of readers and authors. The general teaching pattern of the approach is to (1) have students read conflicting accounts of a person, event, or situation; (2) increase cognitive dissonance by eliciting from students explanations and arguments supporting each side of the conflict; (3) demonstrate or model critical reading of the same accounts; and (4) extend the lesson to a point where dissonance is resolved through further reading (of additional accounts) and through the guided application of those critical reading and thinking skills previously modeled. Evaluation of student learning should focus students' ability to apply critical reading and thinking skills in their encounters with additional accounts on the subject. For example, a test would assess students' ability to discuss the merits of a third author's views in respect to how well those views resolve the conflicting perspectives of a first and second author. (The paper includes a sample critical reading lesson and examples of conflicting accounts from nontestbook sources.) (HOD)

ED 251 820 CS 007 879

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

PUB DATE- 84
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Aptitude; Annotated Bibliographies; Cognitive Development; *Cognitive Processes; Cognitive Style; *Doctoral Dissertations; Elementary Secondary Education; *Language Processing; *Memory; Metacognition; Oral Reading; Prior Learning; *Reading Comprehension; Reading Instruction; Reading Processes; *Reading Research; Recall (Psychology); Silent Reading

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) factual, elaborative, and inferential levels of text processing; (2) the effect of explicitly and implicitly presented rhetorical functions on the comprehension of scientific discourse; (3) reader, writer, and text context variables as influences on text comprehensibility; (4) the relationship of the amount and structure of children's prior knowledge to reading comprehension of expository prose; (5) defining reading comprehension; (6) the role of cognitive development in the acquisition of reading skills; (7) quality of prose recall as a function of cognitive style and test situation; (8) metacognitive awareness and the reading comprehension of fifth grade students; (9) recall of connected discourses as a function of emotion; (10) physiological rhythms and story retention of high and low imagers in second grade; (11) the effect on comprehension of increasing the single-word recoding speed of poor readers; (12) the assignment of suprasegmental features during oral reading; (13) the relation between surface processing variables and comprehension product measures in oral and silent reading; (14) the influence of main idea task and topic sentences on recall; (15) reading proficiency and modes of accessing the internal lexicon; and (16) the use of phonetic and semantic memory codes in good and poor readers. (HTH)

ED 251 834 CS 208 674

Haycock, Ken, Ed.; Haycock, Carol-Ann, Ed.
Canadian Literature. "Featuring: CanLit."
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- Dyad Services, P.O. Box 4696, Station D, London, Ontario, N5W 5L7 ($30 per year prepaid; $35 per year if billed; back issues and sample copies: $5 per issue).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; *Canadian Literature; *Childrens Literature; Elementary Secondary Education; *Literary Criticism; *Literature Appreciation; Novels; Picture Books; Poetry

The feature articles in this journal issue deal with various aspects of Canadian literature. The articles include: (1) a discussion of who's who and what's what in Canadian literature; (2) reviews of worthwhile but overlooked Canadian children's literature; (3) a list of resource guides to Canadian literature and a short quiz over famous first lines of Canadian novels; (4) ideas for teaching Canadian poetry; and (5) annotations of approximately 80 fiction, nonfiction, and picture books by Canadian writers. (FL)

ED 251 849 CS 208 702

Duin, Ann Hill

Implementing Cooperative Learning Groups in the Writing Curriculum: What Research Shows and What You Can Do.

PUB DATE- Aug 84

NOTE- 17p.; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (25th, Mankato, MN, May 4-5, 1984).

LANGUAGE- English

EDRS Price - MF01/P[illegible] Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; Cognitive Development; *Cooperation; Elementary Secondary Education; *Group Activities; Group Dynamics; Higher Education; Interpersonal Relationship; *Learning Strategies; Teaching Methods; *Writing Instruction;

*Writing Processes

IDENTIFIERS- *Cooperative Learning

Over 800 studies suggest that students who learn via cooperative learning groups--as compared to competitive or individualistic learning--(1) achieve more; (2) are more positive about school, subject areas, and teachers; (3) are more positive about each other, regardless of ability or ethnic background, handicapped or not; and (4) are more effective interpersonally. Cooperative learning emphasizes the cognitive approach to learning where students actively discover knowledge, gain insight into problems, organize and process information, and direct their own learning. Cooperative learning can be used in the composition class to practice invention techniques, share writing, write together, revise, edit, and discuss material. For the groups to be cooperative, group interdependence and individual accountability must be included in the assignment. Students must know that each member is needed to accomplish the task, and each member must realize that he or she is accountable for some part of the work of the group. Interdependence is established by assigning a group goal such as producing a single paper or set of answers, giving the group a single set of materials, or assigning group roles that encourage participation. Individual accountability is established by requiring that everyone participate in the group. (Appendixes include a number of objectives and tasks adapted for group use.) (HOD)

ED 251 863 CS 504 745

Dudczak, Craig A.; Baker, David

Scenario-Testing: Decision Rules for Evaluating Conflicting Probabilistic Claims.

PUB DATE- 2 Nov 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Competition; *Conflict Resolution; *Debate; *Decision Making; Decision Making Skills; *Evaluation Criteria; Evaluative Thinking; Guidelines; Higher Education; Judges; *Persuasive Discourse; Problem Solving; Speech Communication
IDENTIFIERS- *Scenario Testing

Evaluators of argument are frequently confronted by conflicting claims. While these claims are usually based on probabilities, they are often resolved with the accepted claim treated as though it were "true," while the rejected claim is treated as though it were "false." Scenario testing is the label applied to a set of procedures by which competing claims are evaluated as "probabilistic" scenarios. Resolution of a proposition by scenario testing requires that an accounting of each substantiated scenario be made. Scenario testing begins with the assumption that conflicting claims should not be resolved by disjunctive choices. Rather, it assumes that descriptions and predictions provided by the debaters in a round are, by their nature, probabilistic. As a consequence, evaluation of a policy, whether the single policy offered by the Affirmative or the combined policies offered by the Affirmative and Negative are most reasonably evaluated when the probabilities of their descriptions and predictions are taken into account. An optimum policy choice, therefore, represents the efficacy of a policy (or policies) across the range of scenarios it must address. This procedure equalizes the burdens of the advocate and counter-advocate and provides a set of guidelines for evaluating their conflicting claims. (Author/HOD)

ED 251 877   CS 504 786

Ratliff, Gerald Lee
Combating Stagefright: Selected Vocal Exercises.
PUB DATE- 8 Nov 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Communication Apprehension; Communication Problems; *Performance Factors; Speech Communication; *Speech Instruction; *Speech Skills; Teaching Methods
IDENTIFIERS- *Stage Fright; *Vocal Exercises; Vocal Qualities

Noting that stagefright has been the subject of intensive analysis and subjected to almost every conceivable test or measurement without revealing either its "cause" or its "cure," this paper presents vocal exercises to help combat the performance malady. After listing four principles concerning the nature of stagefright (it is not a pathological defect; even seasoned performers suffer from stagefright on occasion; it may be a learned behavior; and it can be a positive experience), the paper discusses the elements of the ideal performance model, including voice and body use and strategies suitable to the nature of the speaking occasion. It then describes a number of exercises for opening the throat, regulating breathing, modulating and exploiting the voice, and tuning vocal quality to resemble the timbre of musical instruments in conjunction with the mood or tone of the speech. (HTH)

ED 251 950 EA 017 357

Yeager, Robert J.
The Case Statement.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 34p.; For a related document, see EA 017 356.
AVAILABLE FROM- Publications Sales, National Catholic Educational Association, 1077 39th Street N.W., Suite 100, Washington, DC 20007 ($4.00 plus $3.00 postage and handling, prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Catholic Schools; Educational Philosophy; Educational Principles; Elementary Secondary Education; *Fund Raising; Grantsmanship; *Institutional Advancement; *Private Financial Support; Program Descriptions; Program Proposals; *Public Relations

A compelling case statement--the stated rationale for the existence of an institution as well as for its growth and strengthening--is one of the most important tools for the success of a major development program. This document defines the components and uses of a case statement, discusses its elements in detail, and provides guidelines for case statement preparation. The discussion is illustrated by four appendixes. The first provides a brief case statement outline, including (1) a summary of the school's purpose, (2) a plan to accomplish the goals, and (3) a plan for involving people and raising dollars and volunteers. The second appendix provides a detailed case statement outline, including (1) institutional mission, (2) record of accomplishment, (3) directions for the future, (4) priorities and costs, (5) plan of action, and (6) sponsorship. The third appendix provides a checklist of institutional data, while the fourth is a sample case statement from the John Burroughs School (St. Louis, Missouri) for expansion of its sports and performing arts center. (TE)

ED 251 621 CE 040 190

Learning to Verbally & Visually Communicate the Drafting Way.

California State Dept. of Education, Sacramento. Div. of Vocational Education.; California State Univ., Los Angeles. Dept. of Industrial Studies.

PUB DATE- 84
NOTE- 45p.; For related documents, see ED 244 091-102. Developed by the Educationally Disadvantaged Committee, Industrial Education InService Project.
AVAILABLE FROM- VOICE, 721 Capitol Mall, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; *Communication Skills; Communicative Competence (Languages); *Drafting; Language Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Methods; Trade and Industrial Education; *Verbal Communication; *Visual Literacy

This guide contains instructional techniques that were developed for teachers of industrial education students who demonstrate a need for additional instruction in verbal/visual communication. They were written by industrial education teachers with a particular emphasis on drafting. In order to help teachers to identify those students who require additional help with the basic skills, a checklist is provided with the module. Additionally, a basic skills verification form is provided to aid in identification of basic skills needs and to provide help in instruction. Eight lessons are presented in this guide; they cover the following projects: model making, demonstrating a drawing task to the instructor, sports car design, a drawing check sheet, constructing a cube, "what's wrong?," alphabet of lines, and question/answer day. Each activity includes a list of student materials, student instructions, student assignment sheet, and extra student activities. Lessons are illustrated with line drawings. (KC)

ED 251 703 CE 040 370

Bragg, Debra DeVore; Hull, William L.

An Application of Modeling to Vocational Education R&D Product Evaluation.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 3 Dec 84
NOTE- 30p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Models; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Research and Development; Research Methodology; Research Needs; Research Problems; Research Utilization; Secondary Education; *Summative Evaluation; *Vocational Education
IDENTIFIERS- *LISREL Computer Program; *Structural Equation Models

Vocational education research and development (R&D) product evaluations are difficult to conduct for several reasons, such as the many types of R&D products, the multiple users of the products with different goals for evaluation, the limited time available, and the high cost. In order to meet these challenges, an internal evaluation team at the National Center for Research in Vocational Education developed a conceptual framework for evaluating R&D product impact. The conceptual framework was a linear model with five stages: development, distribution, implementation, utilization, and effects. Two different types of impact criteria were presented in the framework: formative and summative. A more specific model was created to measure product impact. The formative criteria that were addressed in this model were user orientation, support systems, and integrated utilization; and the summative criteria were user satisfaction and individual growth. A modeling approuch known as structural equation modeling can be used to determine the degree to which the proposed model actually represents the R&D product impact phenomenon in the population. LISREL, an acronym for linear structural relationships, is a computer program developed to analyze structural equation models. The results of a LISREL analysis will give evidence of the fit of the model in the population and the fit of individual parameters. LISREL possesses a number of features that bring enormous potential for analyzing other vocational education R&D phenomena. (References on LISREL are included in the report.) (KC)

ED 251 746 CG 017 874

Cristina, Marilou

Spanning the Generations: Independent Aging Program's High School Volunteers in Action.

PUB DATE- Apr 83

NOTE- 29p.; Paper presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- High Schools; *High School Students; Home Programs; *Home Visits; Interpersonal Relationship; *Older Adults; Program Descriptions; *Student Volunteers

IDENTIFIERS- Independent Aging Program CA; *Intergenerational Programs

This paper describes the Intergenerational Program, a high school volunteer program which matches students with older adults who receive help and companionship through the Independent Aging Program (San Jose, California). The history of the student program is reviewed, and the steps involved in establishing the program are outlined. Recruitment of students and clients and the matching process are described, and the far-reaching impact of the program on both the older persons and the student volunteers is discussed. The remainder of the guide provides a narrative to a slide presentation describing the program, an expansion chart with a breakdown of volunteer services, a chart outlining steps in implementing the program, a samle form for a volunteer's confidentiality statement, an emergency procedures guide, and a publicity announcement for the program. (JAC)

ED 251 776 CG 017 905

Prager, Karen J.; Bailey, John M.

Androgyny, Ego Development and Psychosocial Crisis Resolution.

PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Androgyny; *Developmental Stages; *Maturity (Individuals); *Sex Role
IDENTIFIERS- *Ego Development

The present study examined the relationship of psychological androgyny with ego development in the context of Loevinger's theory, and with psychosocial crisis resolution from the perspective of Erikson's theory. A sample of 30 male and 30 female adults completed the Bem Sex Role Inventory, the Washington University Sentence Completion Test and the Inventory of Psychosocial Development (IPD). The androgynous individuals were predominate in the higher stages of Loevinger's hierarchical model of ego development, with the masculine sex-typed orientation falling in between the androgynous and feminine sex-typed groups. The highest scores on psychosocial personality development, as assessed by the IPD, were obtained by those with an androgynous sex-role orientation, followed by those with masculine, feminine and undifferentiated orientations, in that order. These results support the view that psychological androgyny represents an added adaptive capacity that can be developed in association with the development of higher ego functioning. These findings applied equally to both sexes and all age groups. (Author)

Fox, C.; Steg, D. R.
A B+ Average in Engineering with a Second Grade Reading Level.

PUB DATE- 79
NOTE- 25p.; Paper presented at the Meeting of the Eastern Educational Research Association (Kiawah Island, SC, 1979). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Case Studies; *Educational Diagnosis; Engineering Education; Higher Education; Language Handicaps; *Mathematical Logic; Perceptual Handicaps; *Reading Difficulties; *Reading Improvement; Reading Skills; *Remedial Instruction; *Writing Difficulties; Writing Evaluation; Writing Improvement

Three evaluations were conducted to try to pinpoint the cause of the difficulties of a 23-year-old black male, who was highly gifted in mathematics but hampered by a second grade reading level, displayed difficulty in focusing his eyes together, spoke as if trying to avoid stuttering, and did not maintain eye contact. A neurological evaluation revealed a left hemisphere brain dysfunction affecting verbal abilities, while a perceptual evaluation revealed a refractive error and binocular instability. Educationally the subject proved to be handicapped by poor preparation and inadequate vocabulary, but scored well in solving pattern recognition and logic problems. First the eye problems were corrected, and then a remedial program, based on the evaluators' recommendations, was designed to teach reading and writing through a mathematical approach. The program which allowed the student to control his learning as much as possible by providing him with achievable goals and procedures, proved effective. The student improved his social interaction with people, broadened his range of interests, showed marked growth in reading level and writing ability, and began studying for a Master's degree in electrical engineering. (RBW)

ED 251 892 EA 016 604

Jones, Thomas N.
Governance.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
NOTE- 32p.; Chapter 1 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board Candidates; Board of Education Policy; *Board of Education Role; *Boards of Education; Bus Transportation; *Court Litigation; Elementary Secondary Education; Freedom of Speech; Governance; School Administration; School District Reorganization; School Districts; *School Law; *State Boards of Education; Student Transportation
IDENTIFIERS- Conflict of Interest; Open Meetings

This chapter addresses cases reported in 1982 involving aspects of school board governance. Topics covered include powers of state boards of education; powers and duties of local boards; open meeting laws; school boards and conflicts of interest; school district and board members' election, appointment, and recall; school district organization; and student transportation. (MJL)

ED 251 920 EA 017 263

Zerchykov, Ross
School Boards and the Communities They Represent: An Inventory of the Research. Final Draft.
Institute for Responsive Education, Boston, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 96p.
GRANT- NIE-G-80-0171
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Policy; Boards of Education; *Citizen Participation; Community Influence; Elementary Secondary Education; Governance; *Lobbying; *Policy Formation; Political Issues; *Politics of Education; School Community Relationship

The findings of 22 significant and accessible studies of community involvement in school board policy formation, selected from over 130 relevant studies, are analyzed in this report to provide lay activists with information that could prove useful in efforts to influence policy-making. This information is organized in a question-and-answer format, with relevant findings cited as supporting evidence for the answers provided to specific questions in the following broad categories: (1) do administrators follow school board mandates? (2) do school boards follow voters' wishes? (3) is electoral support the major source of power? (4) how is board responsiveness measured? (5) does board organization affect responsiveness? (6) do all community interests have equal impact? (7) are boards equally responsive on all issues? and (8) are boards equally responsive to all influencing strategies? The responses are designed to clarify when, why, and how to lobby. The report also provides a description of the study sample analyzed, a brief history of the literature, and a review of the implications of the findings. A bibliography lists 62 documents, citing ERIC document number where appropriate. (PGD)

ED 251 964 EA 017 375

Croghan, John H.; Lake, Dale G.
Competencies of Effective Principals and Strategies for Implementation. Occasional Papers in Educational Policy Analysis: Paper No. 410.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 90p.; Some tables and all of appendix B will not reproduce due to small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Evaluation; Administrator Qualifications; Administrator Role; Administrator Selection; *Behavior Rating Scales; Elementary Secondary Education; *Evaluation Criteria; *Principals; School Supervision; State Departments of Education; State Programs; State School District Relationship
IDENTIFIERS- Florida; Florida Council on Educational Management

The purpose of this three-part report is to identify the competencies of high-performing principals, based on a study conducted by the Florida Council on Educational Management (FCEM). Part I reviews the background that led to the study of the principalship. It describes the factors leading to the creation of legislation that focused on the role of the principal, relates how a change-agent vehicle was created to implement the legislation, and reviews the research methods used to identify the competencies of high-performing principals. Part II describes and synthesizes the research efforts and presents the competencies of high-performing principals. Section A is an analysis of the competencies used in the Florida School Principal Assessment Programs in three Florida school districts. Section B assesses the validity of unidimensional attributes based on studies by Richard Boyatzis and by the FCEM. Section C discusses implications of prominent studies by the National Association of Secondary School Principals and by Mark Martinko for the selection of high-performance competencies. Section D describes the identification of the high-performing and basic competencies and section E provides definitions and behavioral indicators of high-performing and basic competencies. Finally, part III includes comments on how and where to intervene in order to improve the effectiveness of the principalship. References are provided, along with two appendixes listing (1) unidimensional attributes and (2) Florida Principal Competencies. (TE)

ED 251 594 CE 039 451

McCormick, Fred C.; McCormick, Eileen R.

Quality Assistance Plan Impact (Fiscal Years 1982-83).

Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 161p.; For related documents, see ED 203 119, ED 206 810-818, ED 220 633, and ED 220 670.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Education; Statewide Planning; *Summative Evaluation; *Vocational Education
IDENTIFIERS- *Illinois

This document provides a detailed overview of all data collection, analysis, and reporting aspects of a third-party, independent evaluation conducted in Illinois to determine the impact of the 214 vocational education Quality Assistance Plans funded in fiscal year 1983. The effectiveness of the Impact Assessment Design as a resource in Quality Assistance Plan assessment activities is also determined. The document, which is organized in six sections, includes an introduction followed by discussions of the Quality Assistance Plan impact review and assessment, characteristics of the Quality Assistance process, and characteristics of the impact assessment design. Concluding sections include a document summary and exhibits. A summary of major conclusions and recommendations, including suggested future approaches that Illinois might take in order to enhance the impact of the Quality Assistance Plan, is included in the document. (KC)

ED 251 634 CE 040 214

Rickard, Patricia L.; Stiles, Richard L.

CASAS: Design for an Effective Assignment System for Life Skills.

PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Education; Adult Programs; Adult Students; Adult Vocational Education; *Competency Based Education; *Daily Living Skills; Decision Making; Diagnostic Teaching; Educational Needs; English (Second Language); Item Banks; Needs Assessment; Program Effectiveness; Resource Allocation; Student Certification; *Student Evaluation; Student Needs; *Student Placement; Teaching Methods; Test Items
IDENTIFIERS- *California Adult Student Assessment System

The California Adult Student Assessment System (CASAS) provides a design for developing a method of measuring the identified competencies of local education agencies. It provides information about student placement, progress, and competency attainment in a format meaningful to the student, instructor, and program manager. Steps in setting up an assessment system are: (1) determining educational needs of populations to be served, (2) identifying the skills and competencies that meet these learners' needs, (3) incorporating these skills and competencies into an integrated curriculum, and (4) identifying curriculum materials and instructional strategies. Assessment provides data for making the following decisions about students: program placement, diagnosis of student instructional needs and learning style, monitoring of progress, and certification of student skill and competency attainment. Assessment provides data for making these decisions about programs: program effectiveness, teaching strategy effectiveness, curriculum and instructional validity, resource allocation, and staff development/personal needs. Key elements of CASAS include the CASAS competency list (competency statements within life skills content areas and for computational skills), the curriculum index and matrix (identification of instructional materials and specification of the appropriate program and level of instruction), the item bank (test items), and implementation workshops. (YLB)

ED 251 647 CE 040 234

Birch, Derek; Latcham, Jack
Managing Open Learning. Management in Colleges Series.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-907659-30-6
PUB DATE- 84
NOTE- 93p.
AVAILABLE FROM- Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Adult Education; Adult Programs; Budgeting; College Programs; Curriculum Evaluation; *Delivery Systems; Educational Administration; Educational Finance; Educational Planning; Educational Policy; Educational Practices; Educational Technology; Guidelines; Information Science; Innovation; *Instructional Development; Material Development; Nontraditional Education; Open Education; *Open Universities; Postsecondary Education; *Program Administration; Program Costs; Program Evaluation; Teacher Salaries; Teacher Student Ratio; Teaching Methods; Tutorial Programs
IDENTIFIERS- *England; *Wales

This guide, which is aimed primarily at those responsible for providing learning opportunities within further education in England and Wales, deals with managing open learning. Addressed in the individual chapters of the guide are the following topics: the nature of open learning; the production of learning materials; the impact of open learning delivery systems on teachers; procedures for use in accounting for tutorial support, administrative support, and fees and recoupment; management of innovation in open learning; and criteria and methods for appraising the effectiveness and efficiency of open learning. The five appendixes to the guide include information on determining a college's establishment, on calculating unit totals for use in determining teacher salaries, computing student-to-staff ratios, utilizing information technology in open learning, and using the resources of helping agencies in open learning programs. (MN)

ED 251 689 CE 040 329

Washington Award for Vocational Excellence. Annual Report and Program Guidelines.

Washington State Commission for Vocational Education, Olympia.

PUB DATE- Jan 85
NOTE- 23p.; The brochure referenced in the final report is not included because of poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Awards; *Citizen Participation; Coordination; Evaluation Criteria; Guidelines; *High School Seniors; Leadership; Personality Traits; Program Administration; Program Implementation; Selection; Statewide Planning; Student Evaluation; *Vocational Education
IDENTIFIERS- *Washington Award for Vocational Excellence

The Washington Award for Vocational Excellence (WAVE) was established by the Washington State Legislature in March 1984 to be administered by the Commission for Vocational Education. The award is to be given to a graduating vocational high school student and is to be based on such criteria as character, attitude, attendance, leadership, civic activities, and proficiency in the student's chosen field. Nominations for the award are to be submitted by the vocational instructor to a school-level WAVE coordinator whose job it is both to administer and promote the program at the school level and to serve as a liaison with the State WAVE selection committee. Composed of representatives of the business, labor, vocational education, vocational administrator, community college, and school board sectors, the State committee then selects up to three WAVE recipients for each legislative district from among the nominations. The WAVE Program Guidelines outline such aspects of the WAVE program as program administration and operation, student eligibility requirements, school- and state-level nomination procedures, notification of WAVE winners, and sample nomination and transmittal forms. (MN)

ED 251 732 CG 017 860

Der-Karabetian, Aghop
Reaction of Armenian Children to Wartime Stress in Lebanon.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Coping; Elementary Education; *Emotional Response; Psychological Patterns; Stress Variables; *War
IDENTIFIERS- Lebanon

The psychological reaction of children to wartime stress has been studied at some length but with equivocal results. To compare the reactions of 52 Armenian children who had experienced the 1975-1977 Lebanese Civil War in Beirut with the reactions of 39 Armenian children who did not experience the war, the children participated in structured interviews. The interview content included stress symptoms, personal attribute preferences, dream content, and sentence completions. An analysis of the results showed that the stress group more frequently reported sweaty palms, fatigue, and feelings of loneliness and sadness. However, they less frequently reported bad dreams, quarrels, suspicions of whispers, belief that other children were happier, and being secretive about their fears. The stress and no-stress groups did not differ in reporting many pathological symptoms such as shortness of breath, sleeplessness, headaches, nervousness, fear of blood, fear of the dark, sense of boredom, helplessness, and being misunderstood. Furthermore, they also did not differ in the mean total endorsement of symptoms. The war stressed group manifested higher incidence of covert "fight" or "flight" reactions. These were taken as possible adaptive coping strategies that may help fend off the debilitating effect of the war stress. (BL)

ED 251 761 CG 017 890

Dickinson, Terry L.; Davis, Donald D.

The Perceived Utility of Performance Appraisals: A Structural Model and Organizational Analysis.

PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Job Performance; Models; *Organizational Climate; Organizational Development; Performance Factors
IDENTIFIERS- Mental Health Workers; Organizational Analysis; *Performance Appraisal

Research on performance appraisals has often overlooked the importance of attitudinal and organizational variables. To test a model of the influence of organizational contextual variables on the perceived utility of performance appraisals, 239 Virginia mental health workers completed a questionnaire. The 21 items were designed to measure the four components of the structural model: (1) constraints on performance; (2) purpose of appraisals; (3) organizations; and (4) ability of raters. Analysis of results indicated that performance constraints had a strong direct causal impact on the perceived utility of performance appraisals. Performance constraints also appeared to moderate the indirect causal influence of rater ability on the perceived utility of appraisals. The findings suggest that attitudes about the perceived utility of performance appraisals and their determinants can serve as a diagnostic tool for organizational development. (JAC)

ED 251 835 CS 208 677

Freedman, Sarah Warshauer
Teaching and Learning in the Individual Writing Conference. Final Report.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Nov 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Communication Research; *Discourse Analysis; Higher Education; *Interpersonal Relationship; *Teacher Student Relationship; Verbal Communication; *Writing Instruction; *Writing Research
IDENTIFIERS- *Communicator Style; Teacher Student Conferences; *Writing Conferences

To gain insights into what makes student/teacher conversations about writing more and less successful, a sample of freshman composition teachers was asked to tape record all of their writing conferences. In addition, student writing samples were collected. In all, the tape recordings of 48 writing conferences were transcribed and prepared for analysis. Each idea unit was transcribed on a separate line, and conversational turns were marked by an indication of a change in speaker. The topics of conversation were grouped into six clusters: (1) logistics and procedures; (2) general talk and talk about attitudes; (3) oral language, reading, writing relationships; (4) talk about text at the discourse level; (5) talk about text at the level of syntax or mechanics; and (6) talk about cognitive processes. The analysis revealed that, most often, students seemed to direct the

differences that occurred in the conference conversations. The female and nonwhite students focused more of their talk on logistics and on the micro levels of the discourse; the male students focused more on the macro levels of discourse. The teachers, on the whole, were very even in their differences in topic focus. They individualized on one variable, cognitive processes and they did not individualize according to ability level, gender, or ethnicity; rather it seemed that they individualized according to student need. (Appendixes include a list of topic codes and clusters of topics, an analysis of topic clusters across conferences, and supplementary papers using conference data.) (HOD)

ED 251 878 CS 504 787

Gotsch, Constance M.
University Broadcast Laboratories: Cost, Upkeep, Use.

PUB DATE- Nov 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Centers; *Communication Research; *Equipment Maintenance; Financial Support; Higher Education; Learning Laboratories; *Program Content; Purchasing; Radio; Telecommunications; Television
IDENTIFIERS- *Broadcast Journalism; *Broadcast Laboratories

Broadcast program directors from 157 colleges and universities responded to a survey to determine how schools outfit, maintain, upgrade, and fund audio and video broadcast labs and how many students use them. Among the results indicated by the respondents are the following: (1) approximately half reported affiliation with either a closed-circuit station or some other facility that was neither a public broadcasting nor an independent station (usually a local cable system or student-operated noncommercial station); (2) over three-fourths indicated that they purchased equipment for labs as necessary, and slightly less than half reported maintaining this equipment as necessary rather than on a regular basis; (3) no significant relationship existed between funding sources and audio or video equipment buying schedules, although a relationship did exist between funding sources and the yearly amounts invested for replacement of lab equipment; and (4) the number of students using the labs seemed to be relatively large or small perhaps depending on the number of laboratory course offerings, but there was no significant relationship between the number of students using the labs and the amount of money spent to replace equipment. (A copy of the survey instruments and the tables of results are included.) (HTH)

ED 251 907 EA 016 627

DeFigio, Nicholas F.; Elsberry, Michael J.
Community Involvement: The Role of the Technical Assistance Partner.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 8p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Board of Education Policy; *Citizen Participation; Community Cooperation; *Community Involvement; *Community Role; Community Support; Elementary Secondary Education; *Participative Decision Making; Policy Formation; *School Community Relationship; State Departments of Education; State School District Relationship; *Technical Assistance
IDENTIFIERS- *Long Range Planning for School Improvement PA

The extent of any community's citizen involvement in education depends largely on its administrators and school board. Pennsylvania's Long Range Planning for School Improvement identifies six reasons for desiring community involvement, including providing citizens the opportunity to understand school board operating plans and giving the board the opportunity to inform citizens about those plans. Although the Pennsylvania Department of Education (PDE) leaves school districts free to pursue community involvement as they see fit, it encourages the development of (1) a clear definition and understanding of the role of each community group created, (2) appropriate recruitment and selection procedures, (3) clearly defined interrelationships among and between community groups functioning in the district, (4) appropriate means of receiving and reporting information, and (5) appropriate evaluation procedures to determine community group participation effectiveness. Under PDE guidelines, technical assistance partners can provide help regarding community involvement in information and clarification, training, and monitoring. The key to effective community involvement and effective technical assistance is ongoing participatory planning that extends beyond mere consultation. (JBM)

ED 251 936 EA 017 281

Keefe, James W., Ed.; Jenkins, John M., Ed.
Instructional Leadership Handbook.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-161-7
PUB DATE- 84
NOTE- 176p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Order No. 2108409; $8.00 plus $3.00 shipping and handling; quantity discounts; binders for the Instructional Leadership Handbook may be ordered: Order No. 5100090; $5.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Administrator Role; Educational Objectives; *Educational Trends; Elementary Secondary Education; Evaluation Methods; *Instructional Development; *Instructional Improvement; Leadership; Principals; *Program Evaluation; *Program Implementation; Staff Utilization; Supervisory Methods; Teaching Methods
IDENTIFIERS- *Instructional Leadership

Instructional leadership is the principal's role in providing direction, resources, and support to teachers and students for the improvement of teaching and learning in the school. This handbook reviews factors affecting that role in four broad domains: keeping informed about trends, planning for instructional improvement, implementing instructional improvements, and evaluating program success. The first section surveys the range of information with which principals must be familiar in order to provide knowledgeable guidance, including trends in instruction in specific content areas, trends in organization and staffing, and trends in media and methods. The second section discusses the application of planning techniques to instructional development, touching on needs assessment, goal-setting, standards and competency measurement, and obtaining support. Program implementation is covered in the third section, which explores program organization and the supervision of classroom management, the diagnostic process, student placement, and instructional practices. The final section treats the elements of the evaluation process, including assessment and reporting of progress, evaluation of teacher performance, obtaining and using community feedback, and modifying the program. (PGD)

Crohn, Leslie
Providing Effective Technical Assistance in Educational Settings. Part II: Implementing the Research--The Effective Delivery of Technical Assistance. Research Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 84p.; Prepared for the Northwest Regional Exchange. For part I of this report, see EA 017 392.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Agents; *Consultants; *Consultation Programs; Educational Change; Educational Innovation; Elementary Secondary Education; Intervention; *Linking Agents; Models; Needs Assessment; Professional Services; Program Effectiveness; Program Evaluation; Standards; *Technical Assistance
IDENTIFIERS- Northwest Regional Exchange

A two-part report, sponsored by the Northwest Regional Exchange, focuses on the role of technical assistance in educational settings. This document, part II of the report, examines selected change models for establishing technical assistance systems and implications for action. After a brief introduction, the following critical components of technical assistance are discussed: (1) needs assessment (including the problem solving cycle), (2) talent banks (which match clients' skills with those of technical assistance consultants), (3) written agreements, and (4) guidelines for achieving mutual trust and respect. Thereafter, a series of illustrative models for organizational change, resource acquisition, dissemination, and diffusion are presented and discussed. Finally, implications of the data for action are discussed, including establishing criteria for professional behavior as a consultant, evaluating the effectiveness of the technical assistance process, and using a technical assistance consultant effectively. A bibliography is included, along with four illustrative appendixes: (1) a technical assistance written agreement, (2) a list of critical decisions in six phases, (3) steps in developing a change model, and (4) a guide to use of symbols in model building. (TE)

ED 251 608 CE 039 845

"Adult Education and Community Development." Bulletin of CDCC Project No. 9.

Council of Europe, Strasbourg (France).

PUB DATE- Sep 84
NOTE- 24p.; For a related document, see ED 248 321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Continuing Education; *Economic Development; Educational Planning; Educational Policy; Employment Programs; Females; Job Training; Policy Formation; Postsecondary Education; *Program Development; *Program Effectiveness; *Program Implementation; Public Policy; Unemployment; Womens Education

IDENTIFIERS- *Europe

This document contains reports of the members of three committees of the Council of Europe who made on-site visits to experimental adult education and community development projects throughout Europe in 1982 and 1983. The 14 reports describing the projects cover the following topics: (1) National Federation of Women's Institutes (United Kingdom); (2) the experiment conducted by the Church of Kurhessen Waldeck (Federal Republic of Germany); (3) the Danish experiment (Silkeborg); (4) the Padasjoki experiment (Finland); (5) the Sicilian experiment (Italy); (6) the Braga experiment (Portugal); (7) the Coria experiment (Spain); (8) the experiment of the "Lia Romantscha" (Switzerland); (9) the Twenthe experiment (The Netherlands); (10) the experiment of the "FUNOC" (Charleroi, Belgium); (11) the Norwegian experiment; (12) the Ankara experiment (Turkey); (13) the experiment "Idee Vosges" (Remiremont, France); and (14) the Landskrona experiment (Sweden). A list of the documents generated by the study groups is included. (KC)

ED 251 661 CE 040 270

Pittman, M. M.
Curriculum Product Evaluation: A Survey of Graduates of a Baccalaureate Degree in Health Occupations Education.
PUB DATE- Dec 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Bachelors Degrees; Curriculum; Employment Level; Employment Patterns; Graduate Surveys; Instructional Material Evaluation; *Instructional Materials; *Participant Satisfaction; Postsecondary Education; Program Effectiveness; Questionnaires; School Surveys; Services; *Teacher Education; *Vocational Education Teachers
IDENTIFIERS- Indiana University

A study examined the views of graduates of the baccalaureate degree program in health occupations education (HOE) at the Indiana University School of Education in Indianapolis concerning both the quality of the existing curriculum and university services and the extent to which the HOE program is meeting its objective of preparing credentialed and experienced HOE practitioners. Of the 148 surveys originally mailed out, 70 were returned and 67 were used as the database for the study. Forty-two respondents indicated that the program in question had prepared them well for their first teaching responsibility after graduation; only two individuals answered this question with the most negative response on the 5-point rating scale used. At the time of the survey, 41 respondents were in teaching or teaching-related positions. Responses to a series of Likert scale items pertaining to courses, content, enrollment, and university services also indicated a high degree of graduate satisfaction with the HOE program and with supporting university services. (The survey instrument is included in this report.) (MN)

ED 251 675 CE 040 298

Catalog of Adult Education Projects. Fiscal Year 1985.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- 84
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Counseling; *Adult Education; Adult Literacy; Adult Programs; Adult Vocational Education; Career Counseling; Career Education; Competency Based Education; Computer Assisted Instruction; Correctional Education; Curriculum Development; Daily Living Skills; Disabilities; Disadvantaged; Educational Assessment; Employment Potential; *English (Second Language); High School Equivalency Programs; Illiteracy; Information Dissemination; Job Search Methods; *Literacy Education; Needs Assessment; Program Administration; Program Development; Program Evaluation; School Community Relationship; *Staff Development; Student Evaluation
IDENTIFIERS- 310 Project

Designed to provide information about projects funded by States under Section 310 of the Adult Education Act, this catalog lists 400 projects. It is the eighth in a series of annual listings of special projects and staff development programs. The 400 projects are divided into 18 categories or subject areas. These categories are administration, assessment, community linkage, correctional education, counseling, diploma programs, disabled adults, dissemination, employability, English as a second language, evaluation, general educational development, life skills, literacy, recruitment, staff development, technology, and volunteers. Information provided for each project includes project number, project title, funding, contact person with addresses and telephone number, description, and product. A cross reference index identifies areas addressed by projects in addition to the major subject area under which they are categorized. Addresses and telephone numbers of state directors of adult education are appended. (YLB)

ED 251 718 CE 040 409

Venesy, Barbara A.
Personal Characteristics and Factors Motivating Older Adult Participation in Hospital-Sponsored Educational Offerings.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (37th, San Antonio, TX, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Adult Students; Educational Needs; Females; *Hospitals; *Older Adults; *Participant Characteristics; Postsecondary Education; *Student Educational Objectives; *Student Recruitment; Womens Education

Hospitals venturing into educational programming for older adults may do so with some trepidation, since older adults have a documentable poor record of participation. Therefore, this study examined the relative importance of previously identified motivational factors when an institution has no proven record in gerontological programming. Fifty-two participants attending a conference for older adults completed a questionnaire addressing participant and comparative characteristics, as well as reasons and comparative reasons for attendance. A Likert scale ranging from "very important" (1.0) to "very unimportant" (4.0) was used for each question. Participants were primarily well educated, financially comfortable women who were actively pursuing cultural and social activities. They ranked content need or interest (1.7) as the primary motivating factor, followed by institutional sponsorship (2.4), social interaction (2.7), and close association with the hospital (3.3). Institutions new to gerontological programming are well advised to develop programs that address the needs and interests of their target audience. Using personal characteristics of participants described in this study, those likely to attend can be identified and strenuously recruited. (Author/KC)

ED 251 747 CG 017 875

Cutter, Fred
Suicide Prevention Triangle.
PUB DATE- 83
NOTE- 129p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Triangle Books, 280 Cypress Ave., Morro Bay, CA 93442 ($17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Crisis Intervention; *High Risk Persons; *Identification; *Mental Health Programs; Models; Older Adults; Predictor Variables; *Prevention; Psychological Evaluation; *Resource Materials; *Suicide; Young Adults

This manual provides resource tools and strategies to enhance the suicide prevention capabilities of health professionals and the health care setting in which care is provided. In the first section, terms are defined and the suicide prevention triangle model is described. Applications of the model and good practices for suicide prevention in any health setting are discussed. A suicide outcome and flow chart for high risk people is presented and described, and stress variables and the suicide sequence are discussed. The second part of the book focuses on assessment. Several assessment methods are presented and reviewed, e.g., the Future Orientation Scale, the Satisfaction Scale, the Significant Loss Check List, the Rorschach Signs of Suicidal Intent and Lethality, and criteria for hospitalization of a high risk person. The third section is devoted to intervention and includes a suicide prevention plan, information on suicide prevention classes, suggestions for conducting a psychological autopsy in which health professionals review their observation of and feelings about the client/patient, a summary of self-destructive thinking patterns, and model follow-up letters to be used after discharge from active treatment. The fourth section provides resources for suicide prevention including: check lists of computer access terms for knowledge bases on suicide, forensic issues, preferred methods and rituals of self-injury, manifestations of depression by age groups, and information to release to the press; a guide to continuing education audio-visual aids; and a listing of other references. Finally, a discussion on suicide in persons under 25 and in the elderly is presented. (JAC)

ED 251 777 CG 017 906

Kahana, Eva; And Others
Beyond Dependency, Autonomy and Exchange: Prosocial Behavior in Late Life Adaptation.
PUB DATE- Aug 84
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Altruism; Gerontology; Helping Relationship; Literature Reviews; Models; Motivation; *Older Adults; Personal Autonomy; *Prosocial Behavior; Social Exchange Theory

This review of the literature on prosocial behavior in the elderly provides empirical data on the prevalence of helping behaviors among the elderly and the range of motives underlying their helping. Implications of these data for theories of social behavior in later life are considered, and questions are raised about the validity of the models which have been implicit in much of existing research in social gerontology. Data on helping by the elderly are related to the dependency and autonomy models of social interaction. The potential for altruistic as opposed to extrinsic motivations for helping is considered, challenging the universal applicability of exchange principles to social interactions by older persons. Empirical evidence of prosocial behavior in late life is placed in the context of lifespan developmental theories of personality, and a contributory model of late life social behavior is proposed. (Author/JAC)

ED 251 807 CS 007 863

Pearce, Jonathan
Sharing the Word: Reading for Those Who Haven't the Time.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Conference of the California Reading Association (11th, Oakland, CA, November 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; *Educational Innovation; Educational Resources; Elementary Secondary Education; *Information Dissemination; Inservice Teacher Education; Reading Habits; Reading Interests; *Scholarly Journals; Teacher Effectiveness; *Teacher Improvement

Elementary and secondary school teachers and school administrators often say they get their information about educational practice from colleagues and from inservice meetings. Research, however, suggests that teachers seldom talk shop with their colleagues. This leaves professional journals as the clearest channel of communication about educational change and innovation. Getting teachers to read journals, however, can be a problem, given their time constraints. One possible solution involves having colleagues who subscribe to journals and regularly read them select material they think is valuable, copy the selected material, and circulate it to interested parties. To get such a program started requires a needs assessment that takes into account not only teachers' professional interests but also a school system's priorities. Based on this assessment, a short list of general topics can be compiled and a survey form listing them circulated with a list of appropriate journal articles. Attention to detail is necessary to keep such a system going. Matters such as copyright regulations, advertising of the service, recruiting, training and retaining master readers, and gaining feedback from materials already circulated all require carefully thought out responses. There is a payoff, however, for people learn more, are more confident, and communicate more accurately if they have creditable background information. (RBW)

ED 251 821 CS 007 880

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

PUB DATE- 84
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Comparative Analysis; Department Heads; *Doctoral Dissertations; Educational Research;

Elementary Secondary Education; *English Instruction; *English Teacher Education; Faculty Development; Hearing Impairments; *Inservice Teacher Education; Paraprofessional School Personnel; *Reading Instruction; Reading Programs; Reading Teachers; Teacher Attitudes; *Teacher Characteristics; Teacher Education; Teaching Experience; Writing Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) the role of the paraprofessional in the high school classroom; (2) the effectiveness of a staff development program in reading; (3) perceived characteristics of effective secondary level reading teachers; (4) the language attitudes of selected kindergarten through grade 12 teachers in five Arkansas communities; (5) the role of the National Council of Teachers of English in English teacher preparation; (6) the roles, responsibilities, and role conflicts of secondary school English department chairpersons in Rhode Island; (7) changes in teachers' thinking at the conclusion of an inservice reading program; (8) inservice education in the teaching of writing in North Carolina public school systems in 1981-82; (9) the pattern of decisions made by primary grade reading teachers in planning their classroom instruction; (10) the influence of first grade teachers' conceptual frameworks of reading on their students' perceptions of reading and learning to read; and (11) the accuracy of teacher self-reports about their instructional practices in word and language study. (RBW)

ED 251 850 CS 208 703

Kurth, Ruth J.; Stromberg, Linda J.
Using Word Processing in Composition Instruction.
PUB DATE- Dec 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Reading Forum (5th, Sarasota, FL, December 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; *Remedial Instruction; Remedial Programs; Revision (Written Composition); *Word Processing; Writing (Composition); Writing Exercises; *Writing Instruction; *Writing Research
IDENTIFIERS- Basic Writing

A study was conducted to see if the use of word processing programs during composition instruction for basic writers would result in a larger quantity of writing and more global revision while writing. Subjects were 18 fifth, sixth, or seventh grade students who had been referred for remedial reading and writing instruction. They were assigned to two groups for composition instruction, nine to a class that used word processors and nine to a class that did not. The focus of class instruction was on such composition strategies as prewriting, draft writing, revising, and editing. In teaching revising strategies, the emphasis was placed on global revisions rather than on surface or word level revisions. Most of the writing was done in class, and the rough drafts and completed papers from 12 of 16 assignments were collected and analyzed. Analysis indicated little difference in the length of compositions between the two groups. The word processing group, however, turned in more rough drafts than the nonword processing group. They also made 51% of their revisions at surface and word levels, 25% at phrase and clause levels, and 24% at sentence and paragraph levels. Comparable figures for the nonword processsing group were 58%, 28%, and 14% respectively. In most cases, revisions were improvements in the quality of composition. The findings suggest that while it appears that word processing can be used to enhance the teaching of written composition, it cannot substitute for good instruction in the entire writing process. (RBW)

ED 251 864 CS 504 755

Vielhaber, Mary E.; Shubert, J. Janelle
Communication Coaching for the Executive: A Process Analysis.

PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; Business Communication; Communication Problems; *Communication Research; *Communication Skills; *Consultants; Decision Making Skills; Evaluation Criteria; Evaluation Methods; *Management Development; Organizational Effectiveness; *Problem Solving; Process Education
IDENTIFIERS- *Communication Behavior; Process Consultants; *Process Consultation

In the past, many communication consultants have been "speech coaches," who helped clients to organize messages, construct arguments, and deliver speeches. Today, however, the role of communication specialists as management consultants has broadened in scope. To accommodate the demands of this enlarged role, communication consultants need to change their approaches and strategies. One promising approach is process consulting, which focuses on the people in an organization and proceeds from the premise that clients must take the lead in identifying and solving their problems. The process consultant may ask questions that systematically direct the client, but ultimately clients must determine appropriate interventions and solutions. The process approach also helps clients to recognize that there are a variety of appropriate strategies available for improving both individual and organizational communication effectiveness. Two case studies illustrate how the technique can be applied in the organizational setting. In the first, corporate executives had accepted invitations to speak about the role of their firm in the economic development of a region, but had not clearly defined the purpose of their presentation or analyzed their audience. Communications consultants led them to better perceive their roles, as well as such situational constraints as the presence of television cameras, and make a more effective presentation. In the second case, the managers of a corporate division were being asked to brief a new vice president about its activities. Questioning of the managers indicated a lack of accord on the purpose of the briefing. The consultants concentrated on having the managers reach agreement on an overall focus and a consistent format for the presentations. The presentations were well-received by the vice president, who subsequently increased the division's budget. (RBW)

ED 251 893 EA 016 605

Beckham, Joseph C.
Employees.
PUB DATE- 83
NOTE- 42p.; Chapter 2 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Liberties; Contracts; *Court Litigation; Discipline; Dismissal (Personnel); Due Process; Educational Administration; Elementary Secondary Education; *Employment Practices; *Equal Opportunities (Jobs); Freedom of Speech; Reduction in Force; *School Law; *School Personnel; Teacher Certification; Tenure

This chapter analyzes 1982 decisions involving legal issues in public school employment. Cases in areas of federal law are discussed first, including: discrimination in employment (race, sex, religion, age, and handicap); substantive constitutional rights (speech, association, and religion); and procedural due process (property interest, liberty interest, aspects of notice, and aspects of hearing). Issues of state law are then analyzed. The school board's authority is most often challenged in dismissal and discipline cases where charges include: insubordination, unprofessional conduct or unfitness, immorality, and incompetency; and in reduction-in-force cases involving elimination of position, selection of employee, realignment, and call-back rights. A discussion of contractual disputes, tenure, and certification cases follows. (MJL)

ED 251 951 EA 017 359

Toppins, Anne Davis
Analyzing Supervisory Conferences: Did You Hear What I Think I Said?
PUB DATE- 7 Mar 83
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Houston, TX, March 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Classroom Techniques; *Communication Skills; Elementary Secondary Education; *Interpersonal Communication; Intuition; Teacher Administrator Relationship; *Teacher Evaluation;

*Teacher Supervision

A modified form of Blumberg's interaction analysis is presented for supervisors to use in self-evaluation of the supervisor-teacher conferences. Supervisors tape record their conferences, then analyze and make changes in their verbal behavior where needed. The modifications make the method easier to use and interpret. Ten categories are listed in one column, grouped into supporting, asking, and telling behaviors. Examples are given in a second column, and probable impact in a third column. The categories are arranged in a continuum from indirect to direct influence and are transferred to a matrix where they are clustered by categories. The completed matrix provides valuable information about the supervisor-teacher conference and makes it easier to find out if the teachers heard what the supervisors thought they said. A table of the modified system and an example of the matrix are included in the paper. (MD)

ED 251 595 CE 039 462

Karr-Kidwell, P. J.
Re-entry Women Students in Higher Education: A Model for Non-traditional Support Programs in Counseling and Career Advisement.
SPONS. AGENCY- Texas Woman's Univ., Denton.
PUB DATE- 4 May 84
NOTE- 19p.; Paper presented at the Women and Work Symposium (Arlington, TX, May 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Career Guidance; College Students; *Counseling Services; Demonstration Programs; Females; Higher Education; *Models; Nontraditional Students; *Reentry Students; Social Support Groups; *Student Personnel Services; *Womens Education
IDENTIFIERS- *Texas Womans University

A model program of support for non-traditional women students has been developed at Texas Woman's University (TWU). Based on a pilot study, several steps were taken to assist these re-entry students at TWU. For example, in spring semester of 1983, a committee for re-entry students was established, with a student organization--Women in Non-traditional Group Support (WINGS)--under its advisement. During the fall semester of 1983, additional steps were taken to provide further assistance to these students. A room in the student union was set aside for their organization, and publicity was generated. After these developmental stages, additional information was gathered from the students. They affirmed their support for WINGS and expressed preferences for two primary areas of help: counseling and career advice. Several counseling sessions were offered, based on re-entry student perceptions about barriers. Solutions were offered by the university for some barriers, such as offering classes in extended locations and providing financial aid. TWU also provided WINGS programs for other concerns such as identity and personal relationship problems. WINGS has also held career choice and development sessions and scheduled individual career counseling sessions. Although the TWU model for counseling and career advisement is a relatively new one, it can serve as a model for the next decade in higher education. (KC)

ED 251 622 CE 040 191

The Unfinished Agenda. The Role of Vocational Education in the High School.

National Commission on Secondary Vocational Education, Washington, DC.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 43p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN289--$4.75)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Articulation (Education); Curriculum; Educational Attitudes; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Objectives; Educational Policy; Equal Education; Evaluation Criteria; Experiential Learning; Field Experience Programs; *High Schools; Individual Needs; Leadership; Needs Assessment; Position Papers; Potential Dropouts; School Business Relationship; School Community Relationship; *School Effectiveness; School Responsibility; *School Role; Student Needs; Teacher Education; Teacher Recruitment; Trend Analysis; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Special Needs Students

The National Commission on Secondary Vocational Education was formed in January 1984 to examine the role and function of secondary vocational education. During its deliberations, the commission addressed the following areas of concern: perceptions of vocational education, access, equity, curriculum, vocational education teacher recruitment and preparation, standards and accountability, articulation, leadership in vocational education, partnerships among vocational education, business, labor, and the community, and field-based learning. After more than seven months of site visits and hearings across the country, the commission concluded that all secondary students need a balance of both academic and vocational experiences to prepare themselves for life in a changing world. It was further recommended that all students--including special population youth and potential dropouts--should be able to choose from a comprehensive set of course offerings across academic and vocational areas and that States should not mandate curricular requirements that restrict students' opportunities to participate in vocational education experiences. A five-part plan for teacher recruitment, preservice education, certification, and inservice education was proposed. It was suggested that the effectiveness of vocational education be judged primarily by before-and-after changes in student knowledge and that policymakers provide for vertical articulation across schools and grade levels and also for lateral articulation among school and nonschool providers of employment-related education and training. (MN)

ED 251 635 CE 040 217

Worthington, Robert M.

Federal and State Leadership in the Production and Delivery of Occupational Information.

Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 25 Oct 84
NOTE- 25p.; Paper presented at the National Invitational Conference on Career Counseling and Guidance in the Computer Age (Charleston, SC, October 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; Career Counseling; Career Education; Career Guidance; Decision Making; *Educational Planning; Federal Government; Federal Legislation; Federal State Relationship; Government Role; *Information Systems; *Labor Needs; *Labor Supply; *Occupational Information; Program Development; State Government; Statewide Planning; Vocational Education
IDENTIFIERS- *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

Because of their concern regarding vocational education programs not being responsive to labor market conditions, the Congress has established the National Occupational Information Coordinating Committee (NOICC). The primary outcomes desired by Congress in creating NOICC were labor market supply and demand data for planning and occupational information for career and vocational decision making. These outcomes have remained essentially the same, although the participants, roles, and expectations of NOICC and the State Occupational Information Coordinating Committees (SOICCs) were greatly strengthened in 1982 and 1984. NOICC and SOICC accomplishments include SOICCs in every state and territory working with NOICC to develop and use labor market supply and demand information and access to the occupational information by millions of individuals making career decisions. The NOICC and SOICC network has developed a cooperative endeavor within and between states and among Federal agencies and worked toward standardization of occupational classification. States have become more successful in developing and implementing Career Information Delivery Systems and producing employment projections and/or supply estimates. The guidance and counseling community has the responsibility to guard the freedom of occupational and career choices and to help individuals make informed choices. Professional associations must work together to deliver occupational information effectively. (YLB)

ED 251 648 CE 040 237

Bortz, Richard F.

Systematizing the Process of Academic Promotion and Faculty Recognition.

PUB DATE- 1 Dec 84
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Colleges; *Departments; Faculty Development; *Faculty Evaluation; *Faculty Promotion; *Higher Education; *Professional Recognition; Recognition (Achievement); Vocational Education

An institution of higher education requires an evaluation scheme that measures program and service quality and value and justly recognizes and evaluates faculty efforts. The department chairperson assumes a leadership role in planning and implementing an academic promotion and faculty recognition system and in evaluating the success of the department and faculty in attaining their corporate and individual objectives. Faculty members make major contributions in determining the purpose, goals, and direction that the department will take in teaching, research, and service. They then assume the responsibility of participating in and actively supporting departmental efforts in these areas. Individually, faculty members plan their activities to meet departmental needs and attain their individual career and professional goals. The academic promotion and professional recognition process suggests a performance-based approach tailored to accomplish the department's mission and its faculty members' needs. The following instruments are among the components used to implement the academic promotion and faculty recognition process:

(1) a comprehensive departmental personnel plan; (2) an annual professional development plan for individual faculty members; (3) a form for making semester/quarter faculty assignments; and (4) summary instruments for the final completion and reporting of faculty performance for purposes of evaluation, promotion, and professional recognition (these include a summary of professional activities, a curriculum vitae, and a promotion dossier). (YLB)

ED 251 690 CE 040 330

Learning to Read and Write the Drafting Way. Field Test Copy.

California State Dept. of Education, Sacramento. Div. of Vocational Education.; California State Univ., Los Angeles. Dept. of Industrial Studies.

PUB DATE- 84
NOTE- 48p.; For related documents, see ED 244 091-102 and CE 040 190. Developed by the Educationally Disadvantaged Committee, Industrial Education InService Project.
AVAILABLE FROM- VOICE, 721 Capitol Mall, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Check Lists; *Classroom Techniques; Communication Skills; *Drafting; Educational Games; *Fused Curriculum; Guidelines; Learning Activities; Mathematics Skills; Reading Skills; Records (Forms); *Remedial Instruction; Secondary Education; Student Evaluation; Teaching Methods; *Trade and Industrial Education; Vocabulary Development; Writing Skills

This volume comprises instructional techniques that are designed for use with drafting students who demonstrate a need for additional instruction in the areas of reading, writing, math, and verbal and visual communication. Included in the guide are the following teacher-developed instructional techniques: a drafting crossword puzzle, tool bingo, a daily work log, a game entitled "Mystery Men," a job survey, an exercise calling for students to develop a shop library display, a research problem entitled "Find It-Do It," and a lesson on drafting vocabulary. Each section contains some or all of the following: a discussion of the concepts of the technique, teacher instructions for using the technique, suggested related activities, student instructions for completing the activity, a student assignment, one or more supplementary activities, sample forms, and a teacher's key. Also included in the volume are a basic skills checklist and a basic skills verification form. (MN)

ED 251 704 CE 040 377

Vocational-Technical Education Financial Study. Executive Summary.
Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 2 Oct 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Educational Finance; Educational Policy; Federal Aid; Federal State Relationship; *Financial Needs; *Financial Support; Needs Assessment; Postsecondary Education; *Resource Allocation; Secondary Education; *State Aid; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Indiana

A review of Indiana's current system of financing public vocational-technical education was limited to these concerns: the resource needs of vocational-technical education to keep the current delivery system up-to-date and the resources necessary to expand vocational-technical education services to those not being served. Although the current vocational-technical education delivery system was found to be working well, it could quickly become outdated without the development of a state commitment and a plan for continual updating. The most critical areas of concern in keeping the current delivery system up-to-date were the system's ability to project needs, facilities, equipment replacement and improvement, expansion of Industrial Training Fund, up-to-date faculty and staff, and student support services. Alternatives to provide adequate financial support for populations not being served included new program start-up funds; student enrollment growth funds; expanded capital appropriations; expanded relationships between vocational education, business, industry, and other potential funding sources; and various tax incentive programs. State policy and administrative issues were identified that should be addressed to improve and supplement the current governance structure. Needs existed in the areas of facilities coordination and general revenue distribution. (A list of recommendations is included.) (YLB)

ED 251 921 EA 017 264

Peterson, Paul E.; And Others
When Federalism Works. Final Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 338p.
GRANT- NIE-G-80-0051
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Federal Government; *Federal Programs; Federal Regulation; Governance; Government Role; *Government School Relationship; *Politics of Education; Public Policy; Vocational Education
IDENTIFIERS- Education for All Handicapped Children Act; Elementary Secondary Education Act Title I; Emergency School Aid Act 1972; Impact Aid; National Defense Education Act

A study of the implementation of six major federal education policies in four urban school districts (Baltimore, Maryland; Milwaukee, Wisconsin; San Diego, California; and Dade County, Florida) generally supported a new theory of federalism. Research data were drawn from statistical reports and from interviews with over 150 persons at local, state, and federal levels between 1981 and 1983. A secondary study of federal policies in health and housing tested the primary study's findings. The study concluded that the pattern of intergovernmental relations depends on whether the policies concerned are developmental or redistributive, whether the programs are new or well-established, and whether political constituencies are mobilized. Developmental programs tend to generate less intergovernmental friction and are best directed by politicians, while redistributive policies can counter local political interests, particularly in less prosperous locales, and are best administered by professionals. While inter-governmental systems appear to develop consensual decision-making processes over time, the image of unworkable federalism may persist because research often focuses on new programs and controversial policies. The study also considers the political and legislative contexts affecting enactment of educational programs, and the economic, fiscal, and political characteristics of the school districts studied. (PGD)

ED 251 937 EA 017 282

Johnson, David W.; Johnson, Roger T.
Cooperative Small-Group Learning.
National Association of Secondary School Principals, Reston, Va.

PUB DATE- Oct 84
NOTE- 7p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Classroom Techniques; Instructional Innovation; *Learning Strategies; Program Implementation; *Teaching Methods
IDENTIFIERS- *Cooperative Learning; Hopkins School District MN; Jefferson County School District CO

Cooperative small-group learning involves four basic elements: (1) interdependence among students seeking mutual goals through combined efforts, (2) face-to-face interaction among students, (3) individual accountability for mastery of the material covered, and (4) appropriate use of interpersonal and small-group skills by students. Research shows that cooperative learning provides higher academic and social benefits than competitive or individualistic learning methods. Effective implementation of cooperative learning requires specifying instructional objectives, placing students in appropriate learning groups, explaining the academic tasks and the cooperative methods to be used in achieving them to the students, monitoring the progress of the groups and intervening to provide assistance, and evaluating the students' achievements with student input. Principals can help by structuring and managing a support system for teachers, but teachers should provide the support for each other. Successful cooperative learning programs have been instituted in Hopkins (Minnesota), Lakeland (Colorado), and other sites. These programs are described briefly in this document, following a discussion of the concepts and implementation methods involved. (PGD)

ED 251 965 EA 017 376

Croghan, John H.; Lake, Dale G.
Strategic Considerations for Improving the Principalship. Occasional Papers in Educational Policy Analysis: Paper No. 411.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Evaluation; Administrator Role; *Administrator Selection; Educational Change; Educational Improvement; Elementary Secondary Education; *Management Development; Politics of Education; *Principals; Teacher Administrator Relationship

This paper addresses the need for a strategic focus on the improvement of the principalship. Whatever technical changes are made in a school district's formal system for selecting, training, appraising, compensating, and certifying principals, there are predictable consequences for the political and cultural dimensions of that district (that is, the decision-making process by the one hiring, and the introduction of new types of principals with different values and skills). It is hoped that statewide efforts and local school district efforts to improve the principal will pay careful attention to all the technical, political, and cultural dimensions involved in any strategic focus on the principalship. (Author/TE)

ED 251 733 CG 017 861

Gillund, Gary; Perlmutter, Marion
Recall from Semantic and Episodic Memory.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Center for Research in Human Learning.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the symposium "Individual Differences in Adult Memory Research" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Age Differences; Individual Differences; Language Patterns; *Older Adults; *Short Term Memory; *Young Adults

Although research in episodic recall memory, comparing younger and older adults, favors the younger adults, findings in semantic memory research are less consistent. To examine age differences in semantic and episodic memory recall, 72 young adults (mean age, 20.8) and 72 older adults (mean age 71) completed three memory tests under varied conditions: recall only, present all-recall all, and present half-recall half. The tests involved recalling the states in the United States, the countries in Africa, and the countries in Europe and South America. Subjects also completed a shortened version of the Wechsler Adult Intelligence Scale (WAIS) vocabulary subtest. A preliminary analysis of the results revealed no significant age differences. When the groups were categorized by WAIS performance and recall condition, verbal ability, not age, was found to be a good predictor of semantic memory performance. On the episodic task, neither age nor verbal ability were good predictors of recall from episodic memory. Further research with matched groups is needed to substantiate these findings. (BL)

ED 251 762 CG 017 891

Hart, William L.; And Others
Family Violence. Attorney General's Task Force Final Report.
Department of Justice, Washington, D.C.
PUB DATE- Sep 84
NOTE- 157p.; Prepared by the Attorney General's Task Force on Family Violence.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Battered Women; Child Abuse; *Crime Prevention; Crisis Intervention; Elder Abuse; Family Problems; *Family Violence; Federal Legislation; Law Enforcement; Social Problems; State Legislation; *Victims of Crime
IDENTIFIERS- Criminal Justice System

This document reviews the problem of family violence, including child abuse, spouse abuse, and elder abuse. The role of the Justice System is outlined with recommendations for law enforcement, for prosecutors, and for judges. Needs and recommendations for victim assistance are discussed, as are the issues of prevention and awareness, education and training, data collection and reporting, and research. Recommendations for federal and state legislative action are presented, and special consideration is given to violence in the media, pornography, family violence in the military, and grandparents' rights. The information in each section is accompanied by quotes from victims. Appendices include a list of witnesses before the Attorney General's Task Force on Family Violence, footnotes to each section, short biographies of Task Force members, a list of the Task Force staff members, and notes on the methodology used in preparing the report. (JAC)

ED 251 792 CS 007 827

Perkins, Dorothy
Assessment of the Use of the Nelson Denny Reading Test.
PUB DATE- 84
NOTE- 8p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; *Reading Comprehension; Reading Diagnosis; *Reading Tests; Screening Tests; *Testing Problems; *Test Reviews; *Test Use; *Test Validity
IDENTIFIERS- *Nelson Denny Reading Tests

The Nelson Denny Reading Test (NDRT) is probably the most widely used test of reading comprehension at the college level in the nation. However, reviews of the test, as well as recent reports of its failure to adequately measure gain or lack of gain of college students enrolled in reading improvement courses, do not support the popularity it has enjoyed. Reviewers of the NDRT have criticized the test for its difficult passages, stringent time limitations, and poor normative data. The conclusions drawn by some reviewers of the NDRT are that the test may have value at the college level when used for screening purposes, but that care should be exercised in interpreting scores for purposes of individual diagnosis. Studies of other reviewers support these conclusions. In fact, some suggest that the use of the NDRT on anyone other than highly selected college students or adults would produce very questionable measurement results and provide a difficult, defeating, and frustrating experience to many students. Thus, a reexamination of the use of the NDRT as the instrument that determines whether or not college freshmen possess adequate reading skills is strongly needed. (HOD)

ED 251 879 CS 504 788

Dallinger, Judith M.; Prince, Naomi

Teasing: Goals and Responses.

PUB DATE- Nov 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Communication Research; Higher Education; Interaction; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Relationship
IDENTIFIERS- *Teasing

Three studies investigated the purposes of teasing and the reaction to it. The first study asked 26 college students to describe one instance when they were teased and one when they teased someone else. In addition, they were asked to explain why the teasing had occurred and why they categorized it as teasing. The second study, involving 24 students, focused specifically on the purposes and responses in a teasing episode, while the third, a survey of more than 250 students, examined how often individuals experienced each of the purposes and responses to teasing found in the initial studies. Results indicated the following: (1) teasing occurs primarily among friends and family members, (2) individuals attribute more positive than negative motives for teasers, (3) most responses to teasing are positive emotions, and (4) teasing is a daily communication activity. (Tables of findings and items from the questionnaire are appended.) (FL)

ED 251 609 CE 039 850

Evaluation of the Transition Program Implementation (TPI): Shared-Time, 1983-84.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Oct 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; *Dual Enrollment; Educational Planning; *High Schools; High School Students; *Institutional Cooperation; Program Effectiveness; Program Evaluation; Program Implementation; *Shared Services; Vocational Education; *Vocational Schools; Vocational Training Centers

The Transition Plan for a Career Development Program was developed as a plan for phasing in the career development concept, including its shared-time features, in the Washington, D.C. public schools. Shared-time is a scheduling process that allows students to attend a comprehensive high school for academic courses and a career development center for vocational/technical courses. After the plan had been implemented, data were gathered via selected interviews; questionnaires sent to selected administrators, counselors, teachers, students and parents; and analysis of students' comprehensive high school grades and absences from class. The results of the study were the following: (1) the modernization of the career development centers has largely been completed and was seen as successful by various participants; (2) counselors played a large role in providing information about the program to students and parents and in the recruitment of students; (3) generally, students, teachers, and parents had positive opinions about the quality of the course offerings; (4) the most serious problems of the program were associated with shared-time scheduling; (5) tenth-grade shared-time students outperformed their colleagues who were not in the program in all academic areas except social studies; and (6) in general, the academic performance and attendance rates of the program participants were as good or better than those of students who did not participate in shared time. Recommendations were made for improved scheduling to eliminate coordination problems and provide more time for students to take required courses, and continued discussion between the high schools and career centers to work out problems as they arise. (KC)

ED 251 662 CE 040 272

Wolverton, Craig
The Quest for Teaching/Learning Excellence in a Technological Age.
PUB DATE- 2 Dec 84
NOTE- 22p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; Business Education; *Computer Literacy; Computer Science; *Educational Change; Educational Improvement; *Futures (of Society); Human Factors Engineering; *Microcomputers; *Technological Advancement; *Vocational Education

America is no longer an industrial society but an information society made up of knowledge workers as opposed to production workers. As America accelerates into the information society and the technology it offers, Americans must view themselves as part of three worlds, each affected by society--professional, personal, and social. Significant developments that have resulted as a direct outgrowth of the information age include databases, electronic mail, automated banking, and data communications. The technologies of the future will offer instructional systems based on a combination of video and computer technologies. In the professional world, personal computers will become essential. Today, technology is inexpensive, portable, and understandable. Vocational business educators can, with the assistance of the technological age, realistically prepare students to compete in the real world. Implementing such courses or topics as automated accounting, accessing large databases, ergonomics, word processing, and electronic merging and filing will have an impact upon all students' lives. Findings from educational research regarding computers show that computer labs are gaining in educational popularity, commercially prepared educational software is the most pedagogically sound, and personal computer use is increasing dramatically in homes, schools, and businesses. (YLB)

ED 251 676 CE 040 299

Illustrations for a Competency Based Curriculum Guide: Ethanol Spark Ignition Engine Conversion.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 83
NOTE- 64p.; For the related curriculum guide, see ED 204 554. Pages 2-30 contain photographs that may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Charts; Competence; *Competency Based Education; Diagrams; Energy Conservation; *Engines; Fuel Consumption; *Fuels; *Illustrations; Motor Vehicles; Photographs; Postsecondary Education; Power Technology; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; Technical Illustration; Vocational Education
IDENTIFIERS- Alcohol Fuels; *Engine Modification; *Ignition Systems

This document contains 56 illustrations for use in an Illinois-developed competency-based course in ethanol spark ignition engine conversion. Each illustration is related to a specific competency in the course curriculum guide. Illustrations, which include photographs and line drawings, cover some of the following topics: carburetion, compression, ignition, testing and analysis, fuel comparisons, and fuel efficiency. (KC)

ED 251 778 CG 017 907

Bailey, Bruce E.; And Others
Suicidal Ideation across Populations.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 21 Apr 84
NOTE- 55p.; Based on a paper presented at the Annual Convention of the Southwestern Psychological Association (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Children; College Students; Elementary Secondary Education; Higher Education; Mental Disorders; Older Adults; Religious Factors; *Research Methodology; Sex Differences; Socioeconomic Influences; *Suicide
IDENTIFIERS- *Ideation; *Projection (Psychology)

Suicide is one of the least understood of human behaviors, especially the causes and factors associated with suicide in young children. To replicate and clarify an earlier study, which used a methodology for determining suicidal ideation in different groups of people by examining the thoughts and ideas they projected onto another, 2,386 subjects responded to stories about characters experiencing adversity. Subjects in the six studies included children, adolescents, college students, older adults, persons of low socioeconomic status, church members, community residents, mental health clients, and mental health workers. Men and women were also compared using subsamples of these populations. Results indicated that the methodology was effective in eliciting responses which reflected suicidal ideation. While 46% of the subjects projected suicidal ideation onto the characters, only 6 percent indicated that the subject would be considering any type of professional counseling. Self-destructive thinking occurred in children as young as 5 years. Results indicated differences in suicidal ideation among college students with different majors, but few differences between men and women, high and low socioeconomic groups, church and community samples, or the mentally ill and community samples. Mental health workers projected more suicidal ideation than community members, possibly reflecting their perceptions of other people rather than reported suicide rates for this group. (JAC)

Combs, Martha

Beginning Teachers: How Do They Make Decisions about Reading?

PUB DATE- Sep 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Decision Making; Educational Research; Elementary Education; *Elementary School Teachers; Reading Diagnosis; *Reading Instruction; Small Group Instruction; Teacher Education; Teacher Effectiveness; *Teaching Methods

Sixteen first-year elementary school teachers participated in telephone interviews and classroom observations that focused on decision making processes before and during reading instruction. The most difficult aspect for the majority of teachers interviewed was explaining what influenced their decisions. The major decisions made prior to reading centered around grouping, techniques, materials, and pacing. Initial placement of students in reading groups was based on standardized reading test scores and recommendations made during the previous year, while the decision to rely heavily upon oral reading performance and phonics ability seemed to be a function of both the reading consultant's practices and the new teacher's own experience as a reader. Neither informal reading inventories nor training from methods courses were used in the placement. While concerned about flexibility in meeting individual needs of students, only about one quarter of the teachers routinely considered making reading group changes throughout the year. Teachers did not feel the pressure for pacing with children in high ability groups that they felt with those in low reading ability groups. Techniques for instruction centered on student motivation rather than on effective teaching strategies. Teachers seemed to feel a need to complete the lesson as planned or to wait until after instruction to formulate any new teaching plans. Such changes seemed related to the use of new materials to teach the same skill rather than a different approach. The results suggest that teacher educators should help prospective teachers view themselves as decision makers, and should use a planning process that encourages prospective teachers to consider alternative teaching strategies. (HTH)

ED 251 836 CS 208 678

Newton, Ray
The Impact of New and High Technology upon University Instruction in Mass Communication.
PUB DATE- Apr 84
NOTE- 16p.; Paper presented at the Meeting of the Western Social Science Association (San Diego, CA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; *Course Content; Course Objectives; *Curriculum; *Educational Research; Educational Technology; Higher Education; *Journalism Education; Mass Media; School Surveys; Teaching Methods; *Technological Advancement

A pilot study of 40 accredited journalism and communications departments was conducted to see whether their curricula reflected the impact of new technologies on the mass media. New technology was defined as including pagination, cable and cable hardware, computer front end systems, electronic libraries, satellite systems, and laser and fibre optic transmission. The survey asked respondents to indicate whether (1) their academic programs offered a specific course that included uses and applications of "new technologies" in media; (2) they had other courses that included an instructional unit about "new technology" if their programs did not offer a specific "new technologies" course; and (3) they anticipated developing a course that focused on new technologies and their uses and applications. Nineteen institutions responded to the survey, too few to draw definite conclusions. The results, however, did indicate a possible trend. Many of those schools that do not presently have or do not plan to develop courses devoted to the impact of technology on journalism are including units on the subject in other courses, and seven of the schools intend to institute specific courses about the new technology within the next few years. (RBW)

ED 251 851 CS 208 707

Geiger, William A., Jr.
Strengthening Language Control through Metaphor Analysis.
PUB DATE- 83
NOTE- 16p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Content Analysis; *Discourse Analysis; Educational Theories; Figurative Language; Higher Education; *Language Processing; *Metaphors; Symbols (Literary); Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills

Three universes of discourse are at work when writers create or use a metaphor: the analogical or metaphorical universe from which they borrow words, things, and relationships (sometimes called the "vehicle"); the contextual universe in which the analogy is being used (sometimes called the "topic"); and the metauniverse, or the comprehensive universe, that gives the analogical and contextual universes their meaning (sometimes called the "ground"). A verbal analysis of a metaphor from Shakespeare's "Hamlet" is given. Another method for metaphor analysis is explained, using a diagram that serves as a frame or apparatus for working out the "relevant relationship" (the metauniverse) that includes the analogical and contextual species. Because analyzing a metaphor is a microprocess of composing, metaphor analysis is central, not peripheral, to a composition course. First, it leads to increased semantic accuracy. Second, it provides a lively awareness of the profound importance of metaphor in human experience, thus helping the student transcend disciplinary boundaries. (HOD)

ED 251 894 EA 016 606

Clear, Delbert K.
Bargaining.
PUB DATE- 83
NOTE- 76p.; Chapter 3 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Constitutional Law; *Court Litigation; Educational Administration; Elementary Secondary Education; *Grievance Procedures; *Labor Relations; Negotiation Impasses; *School Law; School Personnel; Scope of Bargaining; Unions

Reviewed in this chapter are decisions handed down in 1982 involving aspects of collective bargaining. Much of this litigation is perceived as rooted in attempts by school boards to upset awards of arbitrators or by efforts of employees' associations to consolidate dearly-won power; these actions result from many boards' and associations' resentment of the power sharing inherent in binding arbitration and bargaining. Cases involving constitutional issues, authority to bargain, recognition of unions and representation problems, and rights and obligations of exclusive bargaining representatives are analyzed. A discussion of scope of bargaining includes cases addressing duty to bargain; interrelationship with other laws; proposals within mandatory, permissive, and prohibited scope of bargaining; and terms of collective bargaining agreements. Grievance issues are considered at length, including the topics of grievability and arbitrability, presumption of arbitrability, who determines disputes, remedy as a factor in arbitrability, procedural issues, management prerogatives as a bar, tenure issues, and contract interpretation. Judicial review of awards, standard of review, and propriety of awards are also discussed. Analysis of litigation involving impasse and dispute resolution, concerted activity including strikes and enforcement actions, and miscellaneous cases conclude the chapter. (MJL)

ED 251 908 EA 016 628

Burk, James M.
Technical Assistance for School Improvement in a Declining Enrollment.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 52p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Charts; *Cooperative Planning; *Declining Enrollment; *Educational Improvement; Elementary Secondary Education; Financial Problems; Institutional Cooperation; Reduction in Force; Regional Cooperation; *Retrenchment; *School Districts; Secondary Education; *Shared Services; Tables (Data)
IDENTIFIERS- *Allegheny County Schools PA

Student enrollment in Pennsylvania public schools continues to decline, but school costs continue to rise. In the next 5 years, the Northern Area of Allegheny County will lose the equivalent of one of the larger school districts. Substantial cuts in teaching and administrative positions have already taken effect. Over the last 25 years, Northern Area school districts have been involved in a number of cooperative efforts, including the establishment of a special education center, a technical school, and a joint purchasing program. Recent enrollment data have led to the suggestion that additional cooperative programs be instituted in such areas as energy management, maintenance supervision, and transportation management. Northern Area superintendents have already endorsed workshops on child abuse, and a January 1982 meeting of the committee selected to discuss Long Range Plans for School Improvement has isolated curriculum and instruction, instructional concerns relative to management, management issues, and staff development as four major areas of concern for a meaningful and lasting program of school improvement. The current financial situation dictates an increasing need for cooperative ventures among school districts. Included in this paper are four lengthy appendixes with numerous charts and tables concerning Northern Area Allegheny school districts. (JBM)

ED 251 952 EA 017 361

Wise, Arthur E.; And Others
Case Studies for Teacher Evaluation: A Study of Effective Practices.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RAND-N-2133-NIE
PUB DATE- Jun 84
NOTE- 181p.; Some figures may not reproduce due to small print. For a related document, see ED 246 559.
CONTRACT- 400-82-0007
AVAILABLE FROM- Publication Sales, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (Stock No. RAND/N-2133-NIE; $15.00 prepaid or purchase order; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Governance; *Organizational Climate; Participative Decision Making; Personnel Policy; Religious Cultural Groups; Staff Development; *Teacher Administrator Relationship; *Teacher Evaluation; Teacher Promotion; Teacher Supervision
IDENTIFIERS- Greenwich Public Schools CT; Lake Washington School District WA; Mormons; Salt Lake City School District UT; Toledo Public Schools OH

This document presents the four case studies that constituted the major sources for "Teacher Evaluation: A Study of Effective Practices" by the same authors. The study was undertaken to find teacher evaluation processes that produce information useful to school districts in helping teachers improve or in making personnel decisions. The four school districts selected for case studies represent diverse teacher evaluation processes and organizational environments: Salt Lake City, Utah; Lake Washington, Washington; Greenwich, Connecticut; and Toledo, Ohio. Indepth findings from each case study are discussed, including reasons for selection of that particular district and such topics as policy context, organizational setting, and the teacher evaluation system on paper and in practice. In the first study (Salt Lake City), pertinent information is also provided about the cultural context (the Mormons) and its relationship to the system of shared governance in the district. Despite differences in form, the four districts follow certain common practices in teacher evaluation: (1) providing top-level leadership and institutional resources for the evaluation process; (2) ensuring that evaluators have the necessary expertise; (3) faciltating collaboration between administrators and teachers; and (4) making evaluation and support systems compatible with each other and with the district's overall goals. (TE)

ED 251 980 EA 017 395

Wakefield, Robert I.
Enriching Education in the Community through PTA.
Salt Lake City School District, Utah.
PUB DATE- 18 Jun 84
NOTE- 9p.; Paper presented at the Annual Meeting of the National Congress of Parents and Teachers (Las Vegas, NV, June 17-20, 1984).
AVAILABLE FROM- Public Information Officer, Salt Lake City School District, 440 East First South, Salt Lake City, UT 84111 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Ladders; *Educational Change; Elementary Secondary Education; Parent Influence; *Parent Participation; *Parent School Relationship; Recruitment; *School Community Relationship; Scores; Volunteers
IDENTIFIERS- Excellence; *Parent Teacher Association

The Salt Lake City School District, Utah, has successfully involved the public in school improvement through cooperation with the local parent teacher associations (PTA). Four main beliefs foster district collaboration with the PTA: (1) the PTA can provide valuable human resources to public schools, (2) the PTA can participate in the decision-making process, (3) the PTA can make a difference in quality education, and (4) the PTA can positively influence the lives of children. These beliefs have allowed the PTA groups within the district to develop innovative school improvement programs at the elementary and secondary levels. The most difficult element in developing these active PTA programs was overcoming traditional beliefs that educators are experts and parents have little to offer schools. Four things are necessary to revise these traditional attitudes. First, a philosophy of cooperation must be communicated by the district. Second, the district must provide structures for the reform of these attitudes. Third, training in new skills must be provided, and finally, success must be rewarded. Once the benefits of active parental and community involvement in the schools become apparent, the barriers break down. (MD)

ED 251 719 CE 040 412

Hall, Bo; And Others
Culinary Arts Food Service Training Program. Summary Report.
Special Vocational Services, Salt Lake City, UT.
PUB DATE- 30 Jun 84
NOTE- 44p.; Sponsored by a Job Training Partnership Act grant from the Wasatch Front South Private Industry Council.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Disabilities; Dishwashing; Education Work Relationship; *Employment Potential; Employment Programs; *Exceptional Persons; *Food Service; Foods Instruction; Hospitality Occupations; Hygiene; Job Placement; Job Search Methods; *Job Skills; *Job Training; Mental Retardation; Postsecondary Education; *Program Effectiveness; Program Implementation; School Business Relationship; Special Education; Work Experience Programs

IDENTIFIERS- Job Training Partnership Act 1982; University of Utah; Utah (Salt Lake City)

Special Vocational Services in Salt Lake City has provided food service training, using the facilities of a local high school and the University of Utah, to special needs youth meeting Job Training Partnership Act (JTPA) guidelines. The use of industry-based equipment, a formal dining room, and a qualified staff have assured relevant training to participants in occupations such as busperson, waiter/waitress, salad preparer, cook's helper, dishwasher, host/hostess, and cashier. In-class instruction begins with a state-approved food handler's course that leads to obtaining a food handler's permit. Other major instructional areas include basic cleaning and maintenance, equipment operation, and specialty training. In addition to the instructional staff, a job developer/placement specialist provides training in job-seeking skills and job retention skills, as well as individualized job search assistance and employer contacts. Employer incentives such as on the job evaluation, on the job training, and Target Jobs Tax Credit are coordinated with employers. Twenty-two students enrolled in the four-week program completed training, and received academic credit (as of June 30, 1984). Of these 22 students, 19 have been placed in competitive employment; 17 of the 19 were placed in training-related employment, and it is projected that 16 will maintain employment for a minimum of 30 days. Thirteen of the 19 students placed had no previous work experience, and 4 of the remaining 6 students had very limited (less than three months) work experience. (KC)

ED 251 748 CG 017 876

Federhar, David B.

Applying Clinical Neuropsychology in the Public Schools.

PUB DATE- 4 Nov 83
NOTE- 8p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, November 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; Clinical Diagnosis; *Educational Diagnosis; Elementary Secondary Education; Individualized Education Programs; Learning Disabilities; *Neurological Impairments; Neurological Organization; Students
IDENTIFIERS- *Reitan Neuropsychological Batteries

Neuropsychology is an area in which the functioning or integrity of the brain is linked to measurable human behavior. This paper describes the use of the Reitan batteries (Reitan and Davison; 1974) in public school settings for documenting and prescribing appropriate academic programs. Three individual case studies are presented. Case 1 is a 16 1/2-year-old male, who was placed in a foster home after severe family upheaval. The results of the evaluation showed greater impairments in problem solving than would be expected from psychological and neuropsychological scores. A program focusing more on his emotional than academic needs was recommended. Case 2 is a 10-year-old girl with Turner's Syndrome (a chromosomal abnormality). The neuropsychological evaluation showed higher level functioning on indicators of brain integrity than would be expected from her psychometric scores. Her inclass program was shifted toward one resembling that of a learning disabilities child with a visual-spatial orientation deficiency. Case 3 is an Arabic adolescent who had spent years in trainable or educable mentally handicapped programs, based on nonverbal assessments. The neuropsychological evaluation showed severe dysfunction on all tests. This led to the premise that his previously measured strengths were not indicators of academic potential but merely unexpected skills. Neuropsychological evaluations, although a time- and material-expensive procedure, can provide another dimension for understanding human potential and planning educational programs. (LLL)

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84
NOTE- 10p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Doctoral Dissertations; Elementary Secondary Education; Higher Education; Metacognition; Readability Formulas; *Reading Comprehension; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Research; Remedial Reading; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the effect of writing instruction on reading comprehension and story writing ability; (2) eighth grade remedial students' concepts about reading and writing; (3) the effect of a self-generated writing program on the writing and reading growth of kindergarten children; (4) the effect of essay analysis on the writing skills of students enrolled in college composition classes; (5) the use of readability formulas to analyze and compare the reading and writing levels of third, fifth, and seventh grade students; (6) how word reading and word writing knowledge develop in three-, four-, and five-year-old children; (7) writing as a prereading role-playing exercise to increase the reading comprehension of remedial college students; (8) the predictive relationship of 10 writing assessment variables to reading comprehension; (9) children's metacognitive awareness about the purpose of reading and writing; (10) the relationship of primary grade children's written language to reading comprehension; (11) the relationships among selected sixth grade students' reading schemata, reading achievement, and writing sophistication; and (12) the relative effects of reading or writing a prose or diagrammatic summary upon the comprehension of expository prose. (RBW)

ED 251 865 CS 504 773

McKiernan, John
Getting Our Act Together: A Justification for a Speaking Lab.
PUB DATE- 13 Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Higher Education; Program Content; Program Development; *Public Speaking; *Speech Communication; Speech Evaluation; Speech Improvement; *Speech Instruction
IDENTIFIERS- *Speaking Centers; University of Iowa

Research indicates that about 40% of the population fear public speaking. There is a wide variety of possible causes for this unwillingness to communicate: a lack of skills, social introversion, alienation, lack of fluency in English, and communication apprehension. Despite the fact that evidence indicates everyone may have some difficulty with communication in some circumstances, few colleges and universities appear to be doing much to help alleviate the problem. A lack of awareness of a need, a lack of staff time, and a shortage of funds have all been cited as reasons for inaction. At the University of Iowa, several graduate students have persuaded the rhetoric program to re-establish a speaking laboratory that parallels existing reading and writing labs and that is based on three approaches to the fear of communication: systematic desensitization, cognitive modification, and skills training. These methods can be used independently or in combinations. The laboratory's efforts have centered on trying to help students more accurately define their speaking situation, set goals, find methods that will allow them to reach their goals, and rehearse in order to be able to perform. The program has been successful at least in part because students are free to decide whether to seek help. Active ties with other student programs on campus have brought referrals of students who seek more difficult speaking experiences in connection with public speaking courses or extra curriculuar forensics programs. This has prevented the program from being seen solely as remedial by potential users. (RBW)

ED 251 966 EA 017 377

Cotter, Patrick R.; Hardee, Betty B.
Supplemental Employment among Alabama Teachers. Occasional Papers in Educational Policy Analysis: Paper No. 412.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Occupational Surveys; *Public School Teachers; Teacher Characteristics; Teacher Salaries; Work Attitudes
IDENTIFIERS- *Alabama; *Supplemental Income

Survey results document patterns of, and reasons for, supplemental employment among Alabama public school teachers. For background information, the respondents' opinions of education and other public services in Alabama, of teaching as a career, and of teacher salaries are also examined. Following a description of the survey process, in which 504 teachers were interviewed by telephone, generalizations about the data are presented. Findings on the following topics are reported: (1) teachers' satisfaction with education and other services; (2) their satisfaction with teaching as a profession; (3) their satisfaction with teacher salaries in general and with their own salaries; (4) employment patterns of all teachers, of those who had held supplemental jobs within the past year, and of those who had held supplemental jobs but not within the past year; and (5) respondents' plans for the upcoming summer of 1984. Data on employment patterns in the total population and the two subgroups include, where applicable, reasons for taking or not taking second jobs; group characteristics; number and types of jobs held; length of time, time of year, and number of hours worked; and amount or percentage of income earned through supplemental employment. Following the narrative presentation, two sets of tables provide detailed breakdowns of survey responses. (MCG)

ED 251 691 CE 040 333

Plakke, Bruce L.; Brown, Jerome D.
For the Prevention of Hearing Loss: A Guide for Iowa Industrial Arts Teachers.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; University of Northern Iowa, Cedar Falls.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Definitions; Ears; Educational Legislation; Equipment Utilization; Guidelines; *Hearing (Physiology); *Hearing Conservation; Hearing Impairments; *Industrial Arts; Laws; Legal Responsibility; Noise (Sound); Occupational Diseases; Occupational Safety and Health; *Safety Education; Safety Equipment; *School Safety; Secondary Education; Standards; State Legislation; Trade and Industrial Education
IDENTIFIERS- Iowa

This guide is designed to assist industrial arts teachers in expanding their knowledge of hearing conservation and to enable them to answer some routine questions that their students may have concerning hearing protection and hearing loss. Addressed in the individual sections of the guide are the following topics: industrial arts, hearing protection, and the law; requirements for ear-protecting devices as set forth in the Iowa Code; legal limits for noise exposure; the structure and functioning of the ear; commonly asked questions about the ear; procedures for measuring hearing; noise and hearing loss; audio demonstration of simulated hearing loss; symptoms of hearing loss; procedures for establishing a hearing conservation program; kinds of hearing loss; the effects of noise on hair cells; and sources of help in implementing a hearing program. A bibliography and list of suggested references conclude the guide. (MN)

ED 251 734 CG 017 862

Jason, Leonard A.; And Others

Teaching Undergraduates Social Support Concepts.

PUB DATE- Aug 84
NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Behavior Modification; *Change Strategies; Higher Education; Self Control; Social Cognition; *Social Networks; *Social Support Groups; Undergraduate Students

Although studies have linked stressful life events with illness, good support resources have been found to mediate these effects. To investigate the processes involved in assessing one's social network, identifying areas where change is desired, and modifying specific social network variables, 18 undergraduate students (14 females, 4 males) participated in a semester long study. Each student monitored a problematic personal behavior and implemented a self-control intervention. During the third and last weeks of class, students completed a social support scale and a social network assessment questionnaire. An analysis of the results showed that in the majority of cases, social network variables were modified by the undergraduates. While greater satisfaction was reported on a variety of support functions with the target individuals, the undergraduates' overall social networks were relatively stable during the time of the study. These findings suggest that it is possible to make self-initiated changes in one's social network. (BL)

Hasselblad, Judith

Alcohol Abuse Curriculum Guide for Nurse Practitioner Faculty. Health Professions Education Curriculum Resources Series. Nursing 3.
Informatics, Inc., Rockville, Md.; National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS(ADM)-84-1313
PUB DATE- 84
NOTE- 176p.
CONTRACT- ADM-281-79-0001
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; *Alcoholism; Curriculum Guides; Family Problems; *Identification; Individual Needs; *Nurse Practitioners; Physical Health; Psychological Needs; *Rehabilitation; Teachers

The format for this curriculum guide, written for nurse practitioner faculty, consists of learning objectives, content outline, teaching methodology suggestions, references and recommended readings. Part 1 of the guide, Recognition of Early and Chronic Alcoholism, deals with features of alcoholism such as epidemiological data and theories, definitions, attitudes, and approaches to alcoholism; special populations and their needs; and biophysical and psychosocial consequences of alcoholism. Part 2, Diagnosis of Early and Chronic Alcoholism, addresses the assessment and diagnosis of alcoholism in a primary care setting, with emphasis on the assessment interview. Part 3, Management of Early and Chronic Alcoholism, deals with strategies used in the recovery process, e.g., mobilization, and formulation of a treatment plan. Specific treatment methods are covered, with the presentation of the phases of recovery, (initial detoxification followed by long-term rehabilitation, and aftercare). Family needs and problems during the recovery of the alcoholic family member are also addressed. A list of resources and audiovisual materials, the Short Michigan Alcoholism Screening Test, tables presenting major and minor Criteria for the Diagnosis of Alcoholism, a chart of Effects of Alcoholism on the Family, and the Seaman-Manello Scale (Form B) of Nurses' Attitudes Toward Alcohol and Alcoholism are appended. (LLL)

ED 251 793 CS 007 828

Rinehart, Steve D.; Platt, Jennifer M.
Metacognitive Awareness and Monitoring in Adult and College Readers.
PUB DATE- 84
NOTE- 11p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; *Cognitive Ability; *Cognitive Processes; Learning Processes; Literature Reviews; *Metacognition; *Reading Comprehension; Reading Difficulties; Reading Improvement; Reading Research; *Reading Strategies; Self Control; Study Skills

A literature review was undertaken to demonstrate how knowledge of one's cognitive processes, the orchestration of strategic effort, and the monitoring of one's cognitive activities can enhance reading performance. The findings indicate that while older readers exercise more awareness of their own learning processes and greater self-control or monitoring of performance, they may be deficient in other ways, such as in a lack of awareness of task and strategy variables. The review suggests that adult and college readers who show evidence of metacognitive deficiencies may be the most promising candidates for strategy training since they appear to be more aware of and capable of monitoring their mental processes while reading. (HOD)

ED 251 922   EA 017 265

Schaefle, William J.
Planning for Negotiations: Priorities.
PUB DATE- 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; *Collective Bargaining; Elementary Secondary Education
IDENTIFIERS- Maine Township High Schools IL

The school board of the Maine Township High School District in Cook County, Illinois, negotiated a collective bargaining agreement with the local teachers' association independently of the teachers' employment contract. The board's negotiating team consists of five persons: three board members experienced in negotiations, of whom one is the official negotiator; the district's assistant superintendent for personnel, who conveys responses to the current contract and requests for new provisions made by administrators at all levels; and legal counsel on labor relations. The school board as a whole establishes general goals and targets for the management side following discussion sessions with administrators, but leaves specific contract language to the negotiators. The changes requested by both the board and the union are carefully analyzed and prioritized by the negotiators before the bargaining sessions begin. Careful planning, good discipline, an objective rather than emotional attitude, and a good knowledge of the history of negotiations in the district are essential to the success of the process. (PGD)

ED 251 596 CE 039 471

Harris, Edward
Management Model for Economic Development.
Illinois Development Council, Springfield.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; Community Colleges; Community Support; *Cooperative Planning; Coordination; Data Collection; Delivery Systems; Economic Climate; *Economic Development; Educational Cooperation; Entrepreneurship; Government Role; Higher Education; Human Resources; Job Training; Labor Market; Labor Needs; *Models; Postsecondary Education; Productivity; *Program Administration; Program Implementation; *Public Policy; Retraining; School Business Relationship; State Agencies; State Government; State Programs; *Statewide Planning; Unemployment
IDENTIFIERS- *Illinois

An economic development model was formulated to foster and strengthen commerce and industry retention and expansion in the state of Illinois. The main thrust of the model was on increasing productivity, decreasing business failures, encouraging entrepreneurship, and creating a favorable business climate through community support. To meet these goals, the model provides for cooperative efforts among local economic development agencies, community college directors of economic development, financial assistance commissions, and local, regional, and state human resource agencies. The model calls for various activities designed to foster economic revitalization, including the following: promotion of avenues of partnership between and among education, commerce, industry, labor, government, and community-based organizations; utilization of a wide array of research strategies to facilitate the retention and expansion of commerce and industry; provision of economic forecasting data on a regular basis to assist commerce and industry decision makers; coordination of the design and delivery of educational programs that match the human resource needs of commerce and industry; creation and delivery of alternative methods of human resource development; and design and implementation of an administratively effective structure that would allow for manageable coordination of the agencies involved in providing economic and human resource development programs. (MN)

ED 251 623 CE 040 198

White, Barbara
Women Apprentices in Hawaii: Characteristics of Females Registered with Pearl Harbor Naval Shipyard and the Hawaii Department of Labor and Industrial Relations.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Aug 84
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; Educational Background; Employment Patterns; Enrollment Influences; *Females; Individual Characteristics; *Nontraditional Occupations; *Outcomes of Education; *Participant Characteristics; Participation; Peer Influence; Postsecondary Education; Questionnaires; Racial Factors; Recruitment; Social Support Groups; Socioeconomic Influences; State Surveys; Success; *Trade and Industrial Education
IDENTIFIERS- *Hawaii

A study examined the characteristics, educational training, and background experiences of women who entered apprenticeship in Hawaii during the period from July 1, 1974, through June 30, 1982. Survey instruments were completed by 118 of 243 female apprentices originally contacted--58 women registered with Pearl Harbor Naval Shipyard and 60 women registered with the Hawaii Department of Labor and Industrial Relations. The Pearl Harbor group made up 70 percent of the total completers and 10.34 percent of the total terminators in the study sample whereas the Hawaii State group made up 30 percent of the total completers and 89.66 of the total terminators. This significant difference in the completion patterns of the members of the two groups was correlated with various personality differences that emerged between the two groups. The Pearl Harbor respondents did not appear to be risk takers; instead, they seemed purposeful and persistent. When asked how they became aware of apprenticeship, the Pearl Harbor women cited female or male friends or talking with female apprentices as their principal and most positive influences. The Hawaii State respondents, on the other hand, reported that their most frequently used mode of obtaining information was through visiting potential job sites. The Hawaii State women also reported that male co-workers harassed them when they were on the job. While the Pearl Harbor women entered apprenticeship with their support groups intact and were consequently encouraged to complete the program, the Hawaii State respondents did not receive any such support. Other factors that appeared to be of possible significance in the differing completion rates of the two groups of respondents were ethnic origin and difficulty of related subjects pursued while in high school. (The survey instrument is appended.) (MN)

ED 251 636 CE 040 218

Hayward, Becky J.; And Others
Operations and Management of the National Network for Curriculum Coordination in Vocational and Technical Education.
Advanced Technology, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Oct 84
NOTE- 72p.
CONTRACT- 300-82-0380
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coordination; *Curriculum Development; Curriculum Evaluation; *Information Dissemination; *Information Networks; Linking Agents; Outreach Programs; Postsecondary Education; Program Effectiveness; Program Implementation; Research Methodology; Resource Materials; Secondary Education; Shared Services; *Technical Education; Telecommunications; User Satisfaction (Information); Use Studies; *Vocational Education
IDENTIFIERS- *National Network for Curr Coord in Voc Tec Educ

A study examined the operations and management of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) and developed information to assist in the design of an evaluative study of the network's impact on users of its services. (Since its inception in 1972, the NNCCVTE has provided a mechanism for state and local education agencies to coordinate curriculum activities and to share curriculum resources.) It was concluded that the original objectives of the network have remained largely unchanged since the program's inception. State liaison representatives are the primary users of the network's services. The six NNCCVTE centers each provide a variety of services in three broad areas: capacity building, information resources, and outreach activities. In recent years, the NNCCVTE has invested considerable resources in developing electronic communication systems such as the Vocational Education Curriculum Materials System (VECM). In addition, individual centers have developed linkages with a number of other vocational education information-sharing organizations and, overall, the network maintains close ties with the National Center for Research in Vocational Education. The individual centers have not developed uniform guidelines for evaluating the quality of curricula and do not routinely screen curricula; however, they have contributed to a general improvement in the quality of available vocational education curricula and have been active in reducing duplication and in disseminating newly developed materials. Recommendations were developed concerning the design of an NNCCVTE user study. (Profiles of the six regional NNCCVTE centers are appended.) (MN)

ED 251 649 CE 040 252

Microcomputer Keyboarding Curriculum for Middle and Junior High School Students. Final Report.

Regional School District No. 10, Burlington, CT.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 27 Aug 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Computer Literacy; *Curriculum Development; Curriculum Guides; Elementary Education; Junior High Schools; Material Development; *Microcomputers; *Middle Schools; *Office Occupations Education; Pilot Projects
IDENTIFIERS- *Keyboarding

This project report describes the development of a seventh-grade curriculum to promote microcomputer keyboarding skills, i.e., learning correct alpha-numeric reaches, developing proficiency in making appropriate reaches, using correct fingering without looking at the keyboard, and attaining a degree of speed and accuracy. Although the curriculum was piloted with approximately 200 seventh-grade students, it was designed for use in grades 6, 7, or 8. A curriculum guide for microcomputer keyboarding and an instrument to evaluate the curriculum were developed. Midway through the pilot, the curriculum was evaluated and upgraded based on a semester's experience. Pre- and posttest scores indicated that all students, including those in special education, improved their speed and accuracy in keyboarding skills. The keyboarding curriculum is appended to the report. It details the philosophy, objectives, and design of the course. The procedures are outlined, and student progress within the software is described. Both the advantages and disadvantages of microcomputer keyboarding are also discussed. Other sections offer suggestions for computer usage when not committed to keyboarding, conclusions, recommendations, lesson plans for an eight-week course, and pilot test results. A second appendix provides measuring instruments. (YLB)

ED 251 677 CE 040 300

Check, John F.
Teaching-Learning Preferences of the Adult Learner.
PUB DATE- Nov 84
NOTE- 5p.; Paper presented at the National Adult Education Conference (Louisville, KY,
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Andragogy; *Cognitive Style; College Students; *Course Content; *Course Organization; Higher Education; Learning Modalities; Nontraditional Students; Student Attitudes; *Teaching Methods

This study was conducted to determine theoretical models, learning styles, and activities adult learners prefer. From a total of 154 survey forms administered to undergraduate and graduate students in adult studies and in the adult learner course at the University of Wisconsin-Oshkosh, 119 questionnaires were analyzed, using a chi square model on all 20 items in the survey. Respondents showed a preference for an eclectic theoretical approach to teaching and learning. These same subjects strongly endorsed learning by insight, indicating that their favored mode of learning was through the lecture and discussion approach. Furthermore, these same subjects desired an outline of the lecture. Even though previous studies show that adults prefer a great deal of freedom in choice of course content, findings of this study did not support this. As expected, the adult learner does take notes during the lecture; this same learner was also assigned a term paper as a requirement of the course. As is true with the traditional student, the adult learner accepts the practice of testing; however, a large majority of the adults wanted a test that included both objective and subjective items. (Author/KC)

ED 251 705 CE 040 378

Plummer, Nancy; Michael, Nancy, Ed.
Drugs Used in Blood Disorders.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 24p.; For related documents, see ED 236 440 and CE 040 379-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Anemia; Behavioral Objectives; *Cardiovascular System; Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care; Special Health Problems
IDENTIFIERS- *Blood Disorders

This module on drugs used in blood disorders is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of blood disorders, drugs used for treatment, and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a worksheet, a vocabulary list, and medication charts, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 837 CS 208 683

Marik, Ray
Special Education Students Write: Classroom Activities and Assignments. Writing Teachers at Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 154p.; Prepared through National Writing Project. For related documents, see CS 208 685, CS 208 689 and CS 208 692-693.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; *Learning Activities; *Learning Processes; Mainstreaming; Personal Narratives; Secondary Education; Special Education; Student Attitudes; Student Improvement; Teacher Role; *Teaching Methods; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- National Writing Project; *Theory Practice Relationship

This book recounts the struggles and successes of one Seattle School District secondary school composition teacher guiding special education students through the writing process. The nine students had an IQ range of 59 to 109 and had an age range of 14 to 17 years. Of the students assigned to this class: one was neurologically impaired; one was mentally retarded; two were emotionally disturbed; and five were language and learning disabled. Included are writing samples of the students, sample assignment sheets, descriptions of classroom activities, and an explanation of the methodology used in guiding the students through the process. (HOD)

ED 251 880 CS 504 789

Brooks, Deems M.
Communication and Mental Health: Psychiatric Forerunners.
PUB DATE- 12 Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Individual Development; *Interpersonal Communication; *Interpersonal Relationship; *Mental Health; Personality Problems; Psychiatric Services; Psychiatry
IDENTIFIERS- Adler (Alfred); Horney (Karen); Sullivan (Harry Stack)

The connections between human communication and mental health were first noted 50 to 60 years ago by such early psychiatrists as Alfred Adler, Harry Stack Sullivan, and Karen Horney. They were concerned with understanding those communication processes and skills that make for effective, fully functioning human beings. Adler emphasized faulty lifestyles, noting that the meanings a person lives by may be ineffective in dealing with life's realities. Relationships with others and personal growth likely will be hampered by inferiority feelings, compensation, devaluation of reality, and withdrawal from others, until there is personal insight and reorganization of meanings. Sullivan elaborated a developmental history of interpersonal relations that passes through definite stages: infancy, childhood, the juvenile era, preadolescence, early adolescence, late adolescence, and maturity. The personality is subject to change at all of these stages, and capable of being influenced by new interpersonal relations that develop. Horney focuses on four preconditions for functioning in a healthy way: willingness to take an honest look at conflict situations; examining those conflicts in the light of feelings and thoughts, including presently held values; making a decision or plan of action; and accepting the consequences for behavior. Their pioneering work foreshadows some of the current conceptions regarding the influence of human communication upon mental health. (RBW)

ED 251 938 EA 017 332

Pepe, Thomas J.; Tufts, Alice L.
Pay for Play: Fees for Cocurricular Activities.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 84
NOTE- 9p.; Originally published in: West's Education Law Reporter; v14 n4 31 May 1984.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Budgeting; Court Litigation; *Educational Finance; Educational Planning; Elementary Secondary Education; Equal Education; *Extracurricular Activities; *Fees; Financial Support; *Retrenchment; School Community Relationship; State Legislation; Student Financial Aid; Supplementary Education

As school budgets face serious problems, one area under examination is the cocurricular activities section of the school budget. Many districts are charging user fees to students participating in school sports, band, drama, and even elective courses. Since no direct reference is made to education in the United States Constitution, education is a function of each state. The definition of "free education" varies from state to state and even from district to district. Currently California, New Jersey, New York, and Oklahoma require that any educational program (including cocurricular activities) must be offered free of charge. Other states allow user fees to be assessed for some activities. Examination of state practices reveals a wide variation across the country. But even after examining state statutes, court cases, school policies, and opinions from schools and attorneys throughout the country, the issue of assessing student fees for some classes and activities remains unresolved. There seems to be little question that basic curricular activities should be provided without charge. Local school boards generally reach compromise solutions on how elective courses and cocurricular activities should be funded. The battle for budget dollars may drive a deeper wedge between cocurricular activities and academics and probably end a cooperative era in which both were considered essential. (MD)

ED 251 981　　　　　　　　　　　　EA 017 396

Cotler, Stephen Richard
Construction Guidelines and Specifications. Modifying the Existing Campus Building for Accessibility.
American Council on Education, Washington, D.C.; Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 103p.
CONTRACT- 300-79-0797
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Campus Planning; *Design Requirements; *Educational Facilities Design; *Educational Facilities Improvement; *Federal Legislation; Higher Education; Physical Mobility; *Structural Elements (Construction)
IDENTIFIERS- Architectural Barriers Act 1968; Rehabilitation Act 1973 (Section 504)

To address problems that the campus faces when attempting to make facility modifications that meet federal handicap accessibility requirements, this guidebook gives guidance on requirements and methods of "retrofitting" that meet the mobility needs of the disabled. Seven chapters discuss modifications to site, entrance, doors, interior circulation, restrooms, drinking fountains, and special spaces. Each chapter is further divided into three sections. The first section uses a mandatory evaluation requirements checklist, drawings, and text to aid in evaluation of existing facilities to see if they provide accessibility for the disabled. The second section presents architectural construction drawings as solutions to common problems found in existing facilities. The drawings can also be used in new construction. The third section includes architectural specifications. An appendix discusses useful tools and procedures for the facility survey. (DCS)

ED 251 610 CE 039 854

Arrington, Larry R.

Relationship of 1983 Program Completer Attitudes about Vocational Agriculture and Their Occupational Status One Year after Graduation. A Report of Research.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

PUB DATE- Oct 84
NOTE- 41p.; For a related document, see ED 230 766.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Agricultural Occupations; *Education Work Relationship; *Employment Level; Followup Studies; High School Graduates; Outcomes of Education; Secondary Education; *Student Attitudes; *Vocational Education
IDENTIFIERS- *Florida

The primary purpose of this study was to determine student attitudes about their experiences in vocational agriculture one year after completing the program and to determine if their attitudes are related to their current occupational status. The population for this study consisted of all high schools in Florida with an agribusiness and natural resources program during the 1982-83 school year. Each of the 333 teachers identified through a directory of programs was asked to have each senior vocational agriculture student complete a brief questionnaire, resulting in 1,848 seniors being identified to form the accessible population. A sample of 300 students received a followup questionnaire in March 1984, with 209 (69 percent) returns. Analysis of the data provided the following conclusions: (1) the majority of the 1983 program completers in Florida were involved to some degree in an occupation related to agriculture one year after graduation; (2) program completers had not accurately predicted their post-high school occupational/educational plans; (3) overall, program completers agreed with their pre-graduation positive attitudes about their experiences in vocational agriculture; and (4) highest Future Farmers of America degree earned was a significant factor contributing to the explanation of variance in the first attitudinal factor, values of the program. Recommendations were made for further research such as followup of 1983 graduates at later dates, followup of later graduates, and studies of employer attitudes about vocational agriculture program completers. (KC)

ED 251 663 CE 040 273

Gades, Robert E.
How to Influence Policy for Maximum Departmental Growth.
PUB DATE- Dec 84
NOTE- 9p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Business Education; *Departments; Educational Planning; Education Work Relationship; Futures (of Society); Higher Education; Labor Needs; *Program Improvement; *Student Recruitment; *Teacher Education

A continuing and increasing demand for collegiate business education programs seems to be indicated by employment needs of the business sector. During a time of obvious increased need, enrollments in teacher education are suffering one of their sharpest declines in history. A National Association for Business Teacher Education (NABTE) survey on the "Image/Status of Business Education" reveals that 52.9 percent of the responding institutions are experiencing declining enrollments in business teacher education programs. Over 54 percent of respondents indicate their administrative office management programs do not appear to have had an adverse effect on teacher education enrollments. In fact, business teacher education programs located in the same cities as technical/community colleges have maintained better enrollments. Business education, however, does not appear to be experiencing inequitable staff reductions. NABTE respondents feel that the ingredients necessary for quality business education programs include funding, a competent staff, administrative support, an up-to-date curriculum, a strong recruitment program, improved teaching conditions, and innovative programs. Suggestions to encourage maximum departmental growth are recruitment, improved funding, a curriculum changed to meet needs of a changing society, and improved teaching conditions. (YLB)

ED 251 779 CG 017 908

Meyerowitz, Beth E.; And Others
Perceptions of Controllability and Attitudes toward Cancer.
SPONS. AGENCY- Vanderbilt Univ., Nashville, Tenn.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; College Students; Higher Education; Locus of Control; *Negative Attitudes; Patients; Student Attitudes

Previous research suggests that belief in the uncontrollability of a situation results in maladaptive attempts to control outcomes; perceptions of cancer's uncontrollability may result in negative attitudes toward the disease and toward patients. To test this theory 160 college students read and responded to a paragraph describing a disease labeled either as cancer or as a fictitious disease. The descriptions were designed to manipulate subjects' perceptions of the degree to which the disease could be personally controlled through preventive behavior or through treatment. Subjects then completed a scale assessing their attitudes toward the disease and toward a person with the disease. Results generally confirmed that a disease perceived as controllable, through personal or physician control, is evaluated more favorably. Overall, cancer was described more negatively than the fictitious disease. Perceptions of control strongly influenced attitudes toward patients with the fictitious disease, but cancer patients were regarded positively regardless of level of control. (JAC)

ED 251 794 CS 007 830

Hayes, David A.; Alvermann, Donna E.
A Cyclical Plan for Using Study Strategies.
PUB DATE- 84
NOTE- 8p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Content Area Reading; Higher Education; *Intentional Learning; Language Processing; Learning Strategies; Reading Habits; *Reading Improvement; *Reading Strategies; Secondary Education; Student Participation; Student Role; *Study Skills

A cyclical plan for studying that takes into account information processing strategies and their effective management by students consists of (1) specifying study purposes, (2) previewing the materials, (3) proceeding through the task incrementally, and (4) connecting the content to be learned to other knowledge about the material studied. Setting effective study goals requires that the student know the reasons for undertaking a particular study task and set objectives to be reached when it is completed. In previewing, the student skims the text and actively searches for clues to accomplish the goal of the study activity. On the basis of the preview, the student can mentally segment the text into components smaller than the sections marked by headings or subheadings, and then deal with the text in parts small enough to recite content relevant to the study task. As the student proceeds through the text, interim review of text segments studied helps pull the material together and fosters a growing sense of the significance of the content. The purpose of global review is to bring closure to the study of a text in a way that will render it memorable and useful for further study. The final consideration in the cyclical framework is preparing for a unit test, at which point students augment their notes with information gained from supplementary materials. (HOD)

ED 251 852 CS 208 708

Blake, Robert W.; Lunn, Anna

The Process of Responding to Poetry: High School Students Read Poetry.

PUB DATE- Oct 84
NOTE- 16p.; Paper presented at the Annual Meeting of the New York State English Council (34th, Amherst, NY, October 18-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Research; *English Instruction; High Schools; High School Students; *Instructional Innovation; Literary Criticism; *Literature Appreciation; *Poetry; *Reader Response; Teacher Student Relationship; Teaching Methods

An alternative approach to the teaching of literature views the reading of a poem, short story, novel, or other literary work as an opportunity for a person to create his or her own immediate response. The approach suggests that there is no constant, objective meaning for a piece of literature, only individual responses reflecting the personalities of the respondents and the influences of the cultures in which they live. Under this approach the role of the literature teacher becomes that of a resource person who can show others how to create personal responses to literature. Following this line of thinking, a study was conducted to see how students respond to literature personally, subjectively, and emotionally. The subjects, five relatively untrained readers, two boys and three girls, 15 and 16 years old, were asked to read a new poem aloud, interpret it, and tape record that interpretation. The taped responses were then analyzed in two ways: sticking points in the poem were studied to see the various approaches used by different readers to try and decipher the poem's meaning, and the detailed response of a single reader was studied to see how the subject's mind functioned as she worked her way through the poem. The findings suggest that (1) the process of reading a poem is not a simple, linear, instantaneous task--rereading is necessary to become familiar with the text; (2) few students have any concept of how to approach reading a poem; (3) individuals respond differently to the same poem; and (4) there are about as many responses to a complex and sophisticated poem as there are students in a class. (RBW)

ED 251 895 EA 016 607

Lufler, Henry S., Jr.
Pupils.
PUB DATE- 83
NOTE- 75p.; Chapter 4 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Bilingual Education Programs; Compulsory Education; *Court Litigation; Creationism; *Desegregation Litigation; *Disabilities; Discipline Policy; Educational Administration; Elementary Secondary Education; Free Education; Multicultural Education; Private Schools; Public Schools; *School Law; State Church Separation; *Student Rights; Student Transportation; Testing; Tuition
IDENTIFIERS- *Education for All Handicapped Children Act

This chapter reviews 1982 cases involving pupils. Such cases increased one-third in 1982, with much of the increase attributable to litigation concerning the rights of handicapped students. A 1982 U.S. Supreme Court case defining the congressional mandate of an "appropriate education" for such students may help reduce the controversy in this area. Issues of student rights, including school library book removal and drug searches, received conflicting decisions, while "moments of silence" as an alternative to school prayer and laws requiring the teaching of "creation science" were rebuffed in federal courts. Desegregation litigation continued with little resolution. Sections of this chapter are devoted to cases involving handicapped and exceptional children; public school assignment, tuition, and transportation; bilingual-bicultural programs; private and parochial schools; school sports; substantive rights of students; sanctions for student misconduct; testing and placement; and desegregation. (MJL)

ED 251 909 EA 016 629

Fisher, Evelyn
A Knowledge Use Perspective: Comments on a Conference.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
NOTE- 14p.; In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).
GRANT- 778250
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Change Agents; Community Support; Conference Papers; Conference Proceedings; *Conferences; Consultants; Declining Enrollment; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Leadership; *Long Range Planning; School Districts; *Technical Assistance
IDENTIFIERS- *Knowledge Utilization; *Long Range Planning for School Improvement PA

The papers from the 1982 conference on Pennsylvania's Long Range Plan for School Improvement (LRPSI) assist in constructing reality about LRPSI itself. Focusing on the program's registration phase, Charles Gorman offers an alternative proposal, linking registration and evaluation, that would contribute to improving schools and increasing public confidence. Examining the context of declining student enrollment affecting most schools, James Burk proposes areas of collaboration through which school districts could lessen the constraints declining enrollment otherwise imposes. John DeFlaminis and Robert Nicely emphasize the interdependent nature of LRPSI processes and the importance of instructional improvement as well as curriculum change. Like DeFlaminis and Nicely, Richard Wallace recognizes the need for an ongoing relationship between technical assistants and the school district. Wallace also suggests the need for strong instructional leadership by administrators and for greater sensitivity to people and developmental processes in attempting to effect change. All the participants' papers indicate to what extent knowledge is mediated by frames of reference. School board members and teachers, for example, are likely to assess the same situation from very different points of view. Being sensitive to such differences is critical to school improvement planning and to efforts to restore public confidence in the schools. (JBM)

ED 251 953 EA 017 362

Thomas, Howard
Legal Aspects--A Reduction in Force. Discussion Group #18.
PUB DATE- 4 Oct 83
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of School Business Officials (Phoenix, AZ, October 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Court Litigation; Declining Enrollment; Due Process; Elementary Secondary Education; Financial Problems; *Reduction in Force; *Retrenchment; School Districts; Seniority; *Teacher Dismissal; *Teacher Rights; Tenured Faculty
IDENTIFIERS- *Oklahoma

Since employee salaries and fringe benefits make up the major part of school budgets, any reduction in budgets must be accomplished by reducing personnel. Concentrating on Oklahoma, but citing legal decisions in other states as well, a legal summary is presented for reduction in force when funds are unavailable to complete a school budget. As in most situations, good faith is the key looked at by the courts. School boards must have a reasonable plan or policy to accomplish reduction in force. The grounds to attack a reduction in force layoff are (1) that the decision to terminate was arbitrary or (2) that the reason for termination was constitutionally impermissible (termination because of the teacher's free speech, religion, race, or association). Tenured teachers have a right to keep their positions over other nontenured teachers hired to fill the same position. However, a tenured teacher can be released when the position is being eliminated as part of a change in the academic program. The 14th Amendment did not give individual teachers the right to persuade the board that areas of instruction other than their own should be discontinued. Such determinations are managerial decisions. (MLF)

ED 251 720 CE 040 415

Hamilton, James B.
The Public Reacts to "Education for Tomorrow's Jobs."
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 125p.; Summary of 10 regional seminars conducted in March and April 1984. For a related document, see ED 236 418.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Change Strategies; Cooperative Planning; *Economic Development; Educational Attitudes; Educational Cooperation; Educational Finance; *Educational Improvement; Educational Quality; Financial Support; Futures (of Society); Poverty Areas; *Regional Planning; Regional Programs; School Business Relationship; *School Role; Secondary Education; Seminars; Teacher Improvement; *Vocational Education
IDENTIFIERS- *Education for Tomorrows Jobs; *Excellence in Education

Regional seminars were held to assess the ideas presented in the report, sponsored by the National Academy of Sciences, entitled "Education for Tomorrow's Jobs" and to record ways to improve the quality of vocational education. The organizers of the seminars invited knowledgeable experts in the field to discuss ways to improve vocational education and to generate activities that would make vocational education an equal partner with academic education in the education systems as a whole. Concerns were voiced regarding the issues of enhancing excellence in education, strengthening the teaching staff, improving access to vocational education, and strengthening financial support for vocational education. The following were among the strategies identified to deal with these concerns: required and supported business and industry internships for vocational teachers, establishment of incentives such as career ladders to attract and retain qualified teachers, establishment of state collaboration councils to promote voluntary sharing of resources, establishment of employment insurance as a companion with unemployment insurance, modification of high school graduation requirements from a course basis to a competency basis, and development of tax incentives to business and industry for student and teacher internships. (Appended to this report are a seminar schedule and agenda as well as the texts of remarks made by T. H. Bell and Robert M. Worthington of the U.S. Department of Education concerning the aforementioned report.) (MN)

ED 251 749 CG 017 877

Blake, Catherine; Cohen, Henri
A Meta-Analysis of Sex Differences in Moral Development.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; Justice; Meta Analysis; *Moral Development; Moral Values; *Sex Differences; Sexuality; Value Judgment
IDENTIFIERS- *Gilligan (Carol); *Kohlberg (Lawrence)

According to Gilligan (1982) there are two different orientations for describing moral development: a justice orientation characteristic of males, and a care orientation characteristic of females. Gilligan claims that the care orientation is confounded with the justice orientation in Kohlberg's (1983) conceptualization of Stage 3: mutual interpersonal expectations, relationships, and interpersonal conformity. In order to investigate whether female moral judgment development differs from that of males, a meta-analysis was conducted on data taken from four studies involving both standard and sexual moral dilemmas. Analyses consisted of sex diffrences in moral judgment development and in moral reasoning orientations, and the interaction of sex of respondent and type of dilemma used. The focus of each analysis was on the number of moral responses falling at particular stages of moral judgment development, and on the justice orientation for each study taken separately and for the pooled data. Sex differences were found at Stage 3 for three of the four studies analyzed separately and for the pooled data. Males between 10 and 48 years of age gave less moral judgments scored at Stage 3 than expected if gender does not influence scoring for stage of moral judgment development. The findings suggest that Kohlberg's theory and scoring system confound a care moral orientation with his conceptualization of Stage 3 on the justice orientation. Results are presented in charts and line graphs. (Author/LLL)

ED 251 809 CS 007 868

Thoman, John; Brewer, Ben
Reading Competencies for Shelf Tests. Wisconsin Competency-Based Testing Program. Bulletin No. 5192.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE- Nov 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Grade 3; Grade 7; Grade 10; *Minimum Competency Testing; *Reading Tests; *State Standards; *Test Construction; *Test Items

The competencies, item specifications, and sample items for the reading measures devised for the Wisconsin Competency-Based Testing Program are provided in this booklet. Following lists of reading competencies to be tested for grades three, seven, and ten, the booklet presents guidelines used in preparing the tests and test items; general item specifications for each grade level; descriptions of the content, question form, and response form used for preparing items to test each competency; and sample reading passages, with accompanying test questions. The booklet also contains a bibliography of suggested reference works. (FL)

ED 251 823 CS 007 883

Douglass, Malcolm P., Ed.
Claremont Reading Conference. Forty-Eighth Yearbook: Reading in the Age of the Computer; Proceedings of the Claremont Reading Conference (51st, Claremont, California, March 20-21, 1984).
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-02-4
PUB DATE- 84
NOTE- 255p.
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Software; Curriculum Development; Educational Environment; Elementary Secondary Education; Higher Education; Instructional Materials; *Microcomputers; *Reading Instruction; *Reading Programs; Sign Language; Teaching Methods; Writing (Composition)
IDENTIFIERS- Folktales; LOGO Programing Language; Reading Writing Relationship; Software Evaluation

The articles in this collection approach the theme of "Reading in the Age of the Computer" in a variety of ways. Topics covered in the 26 articles include the following: (1) children, school, and computers; (2) new kinds of electronic learning environments; (3) the personal computer for creative learning and thinking; (4) going beyond rote and drill with computers; (5) narrative artistry in a new medium; (6) the LOGO language; (7) a personal computer writing curriculum; (8) college reading programs in the age of the computer; (9) development and use of computer-based learning materials; (10) evaluating software programs in reading; (11) outstanding effective classrooms; (12) reading and what children write; (13) how Shakespeare's contemporaries looked at education; (14) universal themes in folktales; (15) integrating reading and writing through grammar; (16) children's cognitive processing of television, radio, and books; (17) the use of sign language to supplement reading acquisition; (18) the development of graphic representation for American sign language; (19) assessment of children's communicative competence; and (20) the ideal environment in a neighborhood school. (HTH)

ED 251 923 EA 017 266

Case, Charles W.
The Nature of Inquiry and Developing a Profession.
PUB DATE- 24 Apr 84
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Innovation; Educational Research; Higher Education; *Research Design; Research Problems; *Research Utilization; *Teacher Education; Teacher Educators; Teacher Role; Teachers
IDENTIFIERS- *Professionalism

In order for education to evolve from a craft to a profession, a spirit of inquiry must be infused into the beliefs and activities of education faculty members and practicing teachers. For faculty members in professional schools, the responsibilities of teaching, research, and service should be integrated activities for which inquiry serves as the guiding force. Colleges of education in major research universities can provide the most favorable conditions for developing this professional approach among teacher educators. Practicing teachers can be helped to become more professional in their approach to teaching if research concepts and methods are redesigned to account more fully for real world practice, if an effort is made to incorporate new knowledge into practice more rapidly, and if research activities can be conducted more collegially, involving practitioners in the process of inquiry. (PGD)

ED 251 967 EA 017 378

Berry, Barnett

A Case Study of the Teacher Labor Market in the Southeast. Miss Dove Is Alive and Well (And Teaching Math, Sponsoring the Yearbook, and Coaching Softball). Occasional Papers in Educational Policy Analysis. Paper No. 413.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 109p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; Elementary Secondary Education; *Labor Market; Schools of Education; Teacher Attitudes; Teacher Background; Teacher Employment; Teacher Motivation; Teacher Persistence; Teacher Placement; Teacher Recruitment; Teacher Selection; *Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- United States (Southeast)

In an effort to explore significant supply and demand variables that affect the teacher labor market in the Southeast, a qualitative research study was undertaken to examine the market patterns of initial career choice, position availability, recruitment and selection, turnover, and mobility of public school teachers. An ethnographic investigation of schools or departments of education at six universities and six school systems in two southeastern states used document analysis, on-site observation, and interviewing to collect data for analysis of labor market variables. Five categories of inquiry guided the study: (1) background and contextual variables; (2) position availability, need, and turnover; (3) paths to education and teaching; (4) identification, recruitment, and selection of teachers; and (5) employment conditions and teacher alternatives. Following a review of the related literature and a description of the methodology, findings in each of these areas of inquiry are reported for the 12 sites studied. Then an overall synthesis of the findings is provided, along with a discussion of the implications for teacher labor market policies in the Southeast. A 34-item bibliography is included, along with two appendixes: (1) distribution of informants in school systems and universities, and (2) school system and university interview guides. (TE)

ED 251 678 CE 040 301

Nemko, Barbara; Dutton, Eina

Resources in Health Careers Programs for Teachers of Disadvantaged Students.

California Univ., Davis. Dept. of Applied Behavioral Sciences.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 83
NOTE- 350p.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Basic Skills; Career Development; *Career Education; Daily Living Skills; *Disadvantaged; Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Educational Resources; English (Second Language); *Instructional Materials; Mathematics Instruction; Postsecondary Education; Reading Instruction; Secondary Education; Second Language Instruction; Study Skills; Teaching Guides; Teaching Methods

This guide is intended to provide resources for teachers of disadvantaged persons in the health careers field. Entries in the guide are the result of a year-long nationwide search for services and materials prepared especially for disadvantaged students. Instructional resources are listed in the following areas: basic mathematics and reading skills, career education, health occupations, language/communication skills, life skills/consumer education, limited-English proficiency, miscellaneous subject areas, professional resources and study skills. All of the information available for each resource is located on a single page. Each page includes the title, author, and source of the material, as well as the copyright date, order number, and price. Additionally, the guide lists the intended use of the material, the format, types of illustrations, features for disadvantaged students, and readability level. Also included are a description of the resource, comments, and a special note to indicate the availability of the resource through the Vocational and Occupational Information Center for Educators (VOICE). Publishers' addresses are listed in an appendix to the guide. (KC)

ED 251 692 CE 040 336

Neuman, Delia; And Others
Career Planning System. Microcomputer Version. Instructor Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 61p.; For related documents, see ED 250 461-462 and CE 040 337.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Disorders; Career Education; *Career Exploration; Career Guidance; *Career Planning; *Computer Oriented Programs; Individualized Education Programs; *Individualized Instruction; Learning Activities; *Learning Disabilities; Microcomputers; Middle Schools; *Mild Disabilities; Mild Mental Retardation; Secondary Education; Teaching Guides

This manual for the teacher and/or counselor is part of the microcomputer version of the Carerer Planning System (CPS). CPS is a comprehensive instructional package designed to provide individualized career exploration and career-planning experiences for students of approximately middle-school age. This microcomputer version is designed to take advantage of the motivational, managerial, and interactive capabilities of the Atari 800 microcomputer to provide individualized career exploration and career-planning experiences for students with mild learning handicaps. Students with mild mental retardation, learning disabilities, and behavior handicaps reading at the 3.5 grade level will profit from working with this instructional package. Section 1 provides a basic theoretical awareness of the goals, purposes, conceptual bases, and developmental history of the CPS. It describes the content, organization, and sequence of student activities. Section 2 describes the steps to get ready to use the CPS microcomputer hardware and software with the students, procedures for making and using back-up disks of students' records, and built-in options. The instructional procedures for using the CPS are then discussed. Steps for developing an education plan and the teacher's role are considered. Section 3 contains ideas for supplementary group activities, discussions, games, and other activities expanding upon the individualized core activities. A listing of information sources is appended. (YLB)

ED 251 706 CE 040 379

Plummer, Nancy; Michael, Nancy, Ed.
Drugs Used in COPD.
Indiana Univ., Bloomington. Vocational Education Services.

SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 18p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Asthma; Behavioral Objectives; *Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care; Special Health Problems
IDENTIFIERS- *Chronic Obstructive Pulmonary Disease; Emphysema; *Respiratory Diseases

This module on drugs used in chronic obstructive pulmonary disease (COPD) is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the structure and function of the respiratory system, drug therapy, the effects of COPD upon the patient, and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include class activity problems and discussion, a worksheet, a diagram of the respiratory system, and a drug chart, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 735 CG 017 863

Kavan, Michael G.; Dowd, E. Thomas

Attributional Counseling for Depression: Effects of Characterological versus External Interpretations.

PUB DATE- Aug 84

NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; College Students; *Counseling; *Counseling Effectiveness; Counseling Techniques; Counselor Client Relationship; *Depression (Psychology); Feedback; Higher Education

IDENTIFIERS- *Interpretation

The content of attributional interpretations and their discrepancy from the attributinal styles of subjects were manipulated in order to investigate the importance of these variables to the effectiveness of interpretation. Thirty-nine subjects experiencing problematic negative emotions and exhibiting either characterological or external attributional styles were given brief counseling that included either characterological or external interpretations. The discrepancy variable was formed by matching subjects' attributional styles with interpretation content. Results indicated that interpretation discrepancy was irrelevant to change in subjects' negative emotions, attributional styles, and problem-related attributions. Change on the internality dimension of subjects' problem-related attributions was partly due to interpretation content. Subjects' negative emotions improved in all treatment conditions. Subjects' characterological attributional styles became less stable after receiving interpretations, and in all conditions, subjects' attributional styles became less global. Implications for the use of interpretation in counseling are discussed. (Author)

ED 251 764 CG 017 893

Drug Prevention, Rehabilitation, Interdiction, and Law Enforcement (Corpus Christi, TX). Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, First Session (December 12 and 13, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-1-7

PUB DATE- Dec 83

NOTE- 391p.; Some pages are marginally legible because of small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; *Crime Prevention; *Drug Abuse; Federal Legislation; Government Role; Hearings; *Illegal Drug Use; *Law Enforcement; *Prevention; Rehabilitation

IDENTIFIERS- Congress 98th; *Texas

This document provides transcripts of two consecutive days of Congressional hearings on narcotics abuse and control. Opening statements from Representatives Benjamin A. Gilman, Kent Hance, and Solomon P. Ortiz are presented. Testimony and prepared statements of 61 counselors and administrators in the field of substance abuse, public officials, law enforcement personnel, and representatives of various school districts are also provided. Topics covered include drug trafficking and abuse on the Texas Gulf coast, and drug prevention, rehabilitation, interdiction, and law enforcement. An analysis of funding requirements associated with attacking these problems is presented, and their impact within the school systems is addressed. (LLL)

ED 251 866 CS 504 775

Berg, Charles M.
Sex, Violence and Rock 'n' Roll: The Manipulation of Women in Music-Videos.
PUB DATE- 4 Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Females; Males; *Mass Media Effects; *Sex Bias; Sex Role; Sex Stereotypes; *Sexuality; Social Attitudes; Violence
IDENTIFIERS- Misogyny; *Music Videos; *Rock Music; Sex Exploitation

Noting the pervasiveness of rock music videos beyond cable television, this paper explores the exploitation of women as sexual objects that characterizes many of these videos and the rock music industry itself. The paper first discusses the sociocultural male-female attitudes that underlie the misogyny implicit in the videos. It then illustrates this phenomenon by analyzing the video "Flesh for Fantasy," by punk rock musician Billy Idol, including the lyrics, music track, Billy Idol's character in the video, the film set and supporting cast, and camera work and editing. The paper concludes with a caveat concerning the effects of such images, repeated 24-hours a day, on the formation of sexual attitudes in children and young adults. (HTH)

ED 251 982 EA 017 399

Flood, Dudley E.
Are We Victims of Our Own Success?
PUB DATE- Oct 83
NOTE- 6p.; Paper presented at the Annual Meeting of the New Jersey School Board Association (Atlantic City, NJ, October 26-28, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Public Education; *Public Opinion; *Public Schools; School Districts; *Success; Unskilled Workers

In the South, the concept of exclusive education remained functional well into the 1960's. Only the most capable and the most supported children survived the system. Then the nation's priorities changed, with the result that, for the first time in history, literally everybody goes to school. Compared with other public-serving institutions, education receives a disproportionate amount of criticism. In serving all children and in having a greater percentage of the population functionally literate than has ever been so in the nation's history, schools are now expected to make every child successful. The fact is, however, that schools can only prepare students for success. The rest is in the hand of the individual. Other public institutions must contribute their reasonable share to the nurturing of the individual toward success. (MLF)

ED 251 838 CS 208 685

Rossi, Lillian
Process: Vision and Re-Vision. Writing Teachers at Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 87p.; Prepared through National Writing Project. For a related document, see CS 208 683.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Group Experience; *Inservice Teacher Education; *Learning Experience; *Peer Teaching; *Personal Narratives; Self Expression; Teacher Effectiveness; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Journal Writing; National Writing Project; New York (New York); Theory Practice Relationship; Writing Projects

This book records activities of a New York City Writing Project seminar and the writing of some of the 35 students in it. The account reflects how the students wrestled with different points of view, learning how to respond in writing groups and discovering themselves as writers in their process journals. Among the appendixes is a guide for developing a vocabulary of response steps for members of a writing group. (HOD)

ED 251 881 CS 504 790

Sayre, Joan M.
Helping the Child to Listen and Talk: Suggestions for Parents, Teachers, Speech-Language Pathologists, and Others. Second Edition.
REPORT NO.- ISBN-0-8134-2355-4
PUB DATE- 84
NOTE- 43p.
AVAILABLE FROM- The Interstate Printers & Publishers, Inc., 19-27 North Jackson St., Danville, IL 61832 ($0.75 prepaid; 1-24 copies, no discount; 25-100 copies, 30% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Disorders; *Communication Skills; Elementary Education; Hearing Impairments; Language Acquisition; Language Arts; Language Handicaps; Learning Activities; *Listening Skills; Parent Role; *Speech Skills; Teacher Attitudes; Teacher Role; *Teaching Methods

Intended for parents, teachers, speech-language pathologists, and others within the child's "communication environment," this booklet contains suggestions and illustrations for improving children's listening and speech skills. In addition, it presents basic information related to normal communication development, as well as information about communication disorders, and provides practical ways of identifying and helping children with speech, hearing, or language problems. The appendix offers games to improve listening and suggestions for making a wall chart that may be used to help children identify particular sounds. (HOD)

ED 251 597 CE 039 535

Browning, William R.
Standardized Procedures for Follow-up Assessment. Annual Report.
Springfield School District 186, Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Data Collection; Elementary Secondary Education; *Field Tests; *Followup Studies; High School Equivalency Programs; Information Needs; Literature Reviews; Longitudinal Studies; Needs Assessment; *Outcomes of Education; Postsecondary Education; Questionnaires; *Research Design; Research Methodology; Research Needs; State Surveys; Statewide Planning; *Systems Approach; Vocational Education
IDENTIFIERS- *Illinois

A project was undertaken to develop standardized procedures for use in conducting follow-up and assessment of adult education students, including students in basic and secondary education, general educational development (GED) programs, and vocational training. The major activities of the project included the following: review of the literature and system approaches being used relative to annual and longitudinal follow-up and assessment of adult education programs; assessment of the concerns and needs of State and local adult education practitioners in Illinois regarding the outcomes to be identified and measured for long-term follow-up and assessment; identification of a set of potential outcome data elements based on input from the needs assessment and literature review; identification and involvement of 14 test site centers representing all regions of Illinois that included programs, both rural and urban, in adult basic and secondary education as well as in vocational education and training; development for field testing of a systems approach to assess the long-term impacts of adult education programs; and introduction and administration of the first year of a proposed 3-year follow-up and assessment systems procedure. (The project-developed student case file contact record and confidential student follow-up information sheet are appended.) (MN)

ED 251 637 CE 040 220

Crawford, Ronald

Steps to Developing a Curriculum for Vocational Agriculture.

Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.

PUB DATE- Jun 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advisory Committees; *Agricultural Education; Budgeting; Classification; *Content Analysis; Course Content; Course Descriptions; Course Evaluation; Course Objectives; *Course Organization; *Curriculum Development; Educational Needs; Educational Objectives; Learning Activities; Lesson Plans; *Needs Assessment; Questionnaires; Records (Forms); Secondary Education; Surveys; Units of Study; *Vocational Education
IDENTIFIERS- Community Needs

This guide consists of materials for use in developing a vocational agriculture curriculum. Addressed in the individual sections of the guide are the following topics: reviewing program objectives for vocational agriculture; reviewing program coding and taxonomy areas; reviewing community needs with school and advisory committees and recommending taxonomy areas; developing a course sequence; developing course outlines, student outlines, learning activities, and evaluation instruments in relation to school goals; planning a vocational agriculture budget; designing a lesson plan to fit the course outline; and developing a course outline for each of 14 vocational agriculture subject areas. Various sample forms and questionnaires are provided, including a list of teaching assignment codes, a sample area job analysis, a core curriculum occupational readiness record, a needs assessment rating scale, a student evaluation scale, a sample course outline form, a financial records form, a sample lesson plan, and lists of suggested units of instruction for various vocational agriculture curriculum areas. (MN)

ED 251 650 CE 040 253

Business Office Skills Development: Aetna Cooperative Work Experience Project. Final Report.

Meriden Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

PUB DATE- Jun 84

NOTE- 101p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Blacks; *Business Skills; Clerical Occupations; Cooperative Education; *Disadvantaged; High Schools; Hispanic Americans; Job Skills; *Minority Groups; *Office Occupations Education; Secondary Education; Skill Development; *Work Attitudes; *Work Experience Programs

Disadvantaged minority students were provided with training in clerical skills and general business procedures and reinforcement of communication and computation skills through application in an office setting. Seniors from Meriden Public Schools were paired with minority adults who were successful role models involved on a career path at the Aetna Life and Casuality Employee Benefits Division. Cooperative work experience was provided for a half day four days per week. The Attitude toward Work Test was administered as a pre- and posttest. Positive changes in attitude were recorded on two sub-objectives; pretest scores for the remaining three sub-objectives were positive and little room for growth remained. Of 25 items, 17 manifested positive changes. Results included employment opportunities for students and improvement in school attendance. (Following the 14-page narrative are extensive appendixes, including program procedures schedule; board of education orientation packet; Aetna orientation packet containing employee policies and programs, performance evaluation form, and exercises; evaluation forms; student workshop outlines; advisory committee materials; and newspaper clippings.) (YLB)

ED 251 664 CE 040 275

Allied Health Occupations I (Health Assistant). Middletown Public Schools Curriculum Standards.
Middletown Public Schools, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 84
NOTE- 49p.; For related documents, see CE 040 276-281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Standards; *Allied Health Occupations Education; Anatomy; *Behavioral Objectives; Check Lists; Communicable Diseases; Course Descriptions; Employment Opportunities; Employment Qualifications; Ethics; Health Occupations; Human Body; Individual Development; Legal Responsibility; *Medical Assistants; Medical Services; Medical Vocabulary; *Nurses Aides; Nutrition; Physiology; Prerequisites; Prevocational Education; Safety; *School Districts; Secondary Education; Student Evaluation

This volume outlines the requirements and content of a first-year course in allied health occupations education that is intended to prepare students for entry-level employment in such allied health occupations as nurse's aide and health assistant. Addressed in the individual units of the course are the following topics: health worker qualifications; career opportunities in the allied health field; basic medical terminology; anatomy and physiology; legal and ethical responsibilities of a health assistant; medical aspects of infection control; sick patient care; proper care of patient unit equipment and supplies; growth, development, and the maturation process; diet and nutrition; and safety. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide is a unit-by-unit listing of behavioral objectives that are cross-referenced to various textbooks and instructional resources.

Concluding the volume is a sample student evaluation checklist. (MN)

ED 251 780 CG 017 909

Forcade, Michael C.
The Evaluation of Severely Handicapped Children: Strategies and Techniques.
PUB DATE- Apr 84
NOTE- 20p.; Based on a presentation at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Counselor Role; Elementary Secondary Education; *Evaluation Methods; Models; *School Psychologists; *Severe Disabilities; Special Education

This paper discusses strategies for the evaluation of severely handicapped students. The shortcomings of standardized assessment techniques are reviewed, and the appropriateness of normative comparison and the developmental model with this population is discussed. The role of the school psychologist in student assessment is described, and the need for specific and immediate changes in evaluation practices is emphasized. The usefulness of family interviews and behavioral observation techniques are discussed in a proposed model which includes the adaptive use of traditional tests. The importance of service delivery related to educational outcomes is also discussed, suggesting an expanded role for the school psychologist as consultant. (JAC)

ED 251 810 CS 007 869

Tierney, Robert J.; Leys, Margie

What Is the Value of Connecting Reading and Writing? Reading Education Report No. 55.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 42p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Influences; Learning Experience; *Reading Achievement; *Reading Instruction; *Reading Research; *Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- *Reading Writing Relationship

The study of reading-writing connections involves appreciating how reading and writing work together as tools for information storage and retrieval, discovery and logical thought, communication, and self-indulgence. There are numerous benefits that can be accrued from connecting reading and writing. Thus far, for example, the research data have substantiated that (1) depending upon the measures employed to assess overall reading and writing achievement and attitude, the general correlation between reading and writing is moderate and fluctuates by age, instructional history, and other factors; (2) selected reading experiences definitely contributed to writing performance, just as selected writing experiences contribute to reading performance; (3) writers acquire certain values and behaviors from reading, while readers acquire certain values and behaviors from writing; and (4) successful writers integrate reading into their writing experience, and successful readers integrate writing into their reading experience.

Commentaries on this paper by Bonnie B. Alexander and Alan Purves accompany the document. (HOD)

ED 251 896 EA 016 608

Thurston, Paul W.
Torts.
PUB DATE- 83
NOTE- 31p.; Chapter 5 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Constitutional Law; *Court Litigation; Educational Malpractice; Elementary Secondary Education; Injuries; *Legal Responsibility; School Administration; *School Law; School Personnel; Student School Relationship; *Torts
IDENTIFIERS- Liability Insurance; *Negligence

This chapter reports 1982 cases involving tort claims within the school context. Torts are seen here as separate independent civil causes of action that define a particular level of conduct that the law recognizes individuals owe one another. This chapter discusses negligence, the most common tort, at greatest length, analyzing cases involving student injuries, educational malpractice, and negligence. Also reviewed are cases involving liability insurance, assault and battery, defamation, false imprisonment, tortious interference with a contract, and constitutional torts. (MJL)

ED 251 939 EA 017 333

Lutjeharms, Joseph
State Dissemination Grants Program, Educational Research and Development: February, 1978 through June, 1983. Final Report.
Nebraska State Dept. of Education, Lincoln.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 61p.; Figure 1, Appendix A, contains small, blurred print.
GRANT- NIE-G-75-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Higher Education; *Information Dissemination; *Information Networks; *Information Retrieval; *State Departments of Education; *Telecommunications
IDENTIFIERS- *Nebraska

Through a grant from the National Institute of Education, a coordinated network for communication and exchange of educational information has been established in Nebraska. The State of Nebraska Information Center for Educational Resources (SNICER) was established for the purpose of improving education through effective information dissemination. The activities of the system are described in terms of information resources, linkage, and leadership. This publication summarizes the history of SNICER and provides a chronological list of its accomplishments. An analysis of the information searches conducted by SNICER during the period of February 1978 through May 1983 summarizes characteristics of users, areas of information, grade level information requested, and purposes of requests. The appendix contains the design and analysis of a study conducted before the center was established to determine the educational information needs in the state. (MLF)

ED 251 611 CE 039 855

Texas Adult Education Curriculum Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 84
NOTE- 581p.
CONTRACT- TEA-44320212
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Andragogy; Behavioral Objectives; Career Education; *Classroom Techniques; Communication Skills; Competency Based Education; Consumer Economics; *Curriculum Development; Decision Making Skills; Educational Planning; *Educational Resources; Health Education; Interpersonal Relationship; Learning Activities; Mathematics Instruction; Postsecondary Education; Program Development; Science Instruction; Social Science Research; Sociology; Spelling Instruction; State Curriculum Guides; Statewide Planning; Student Characteristics; Student Evaluation; *Teaching Methods

IDENTIFIERS- 310 Project; Texas

This guide was created to provide Texas adult educators with a state-of-the-art resource for practical information about adult education materials and methods for their own growth and that of their students. The guide is organized in four parts. Part I provides preparatory information on the following topics: related resources; characteristics of the adult learner; characteristics of competency-based adult education; student diagnosis, prescription, and evaluation; commercial, teacher-made, and community materials; and materials evaluation. Part II of the guide contains the skill and content areas. The skill areas include communications, mathematics, decision making, and interpersonal relations, while the content areas include consumer economics, health/science, occupational/educational opportunities, and social studies. Within each section, the skill or content areas are subdivided into instructional objectives. For each instructional objective, learning objectives, student activities, teacher activities/notes, and resources are given. The third section of the guide is a bibliography of student and professional resources, divided by content area and listed alphabetically by title. The last section of the guide contains three appendixes. Appendix A provides a complete listing of all the instructional objectives covered in the guide; Appendix B provides a listing of publishers and addresses; and Appendix C contains a list of 100 of the most commonly misspelled words referred to in the Writing section of the guide. (KC)

ED 251 624 CE 040 201

Spreadsheet Applications using VisiCalc and Lotus 1-2-3 Programs.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

PUB DATE- 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Skills; *Computer Oriented Programs; *Computer Software; Course Content; Learning Activities; Lesson Plans; Microcomputers; Postsecondary Education; Programed Instructional Materials; Secondary Education; Test Items; Units of Study
IDENTIFIERS- *Lotus 1 2 3; Spreadsheets; *VisiCalc

The VisiCalc program is visual calculation on a computer making use of an electronic worksheet that is beneficial to the business user in dealing with numerous accounting and clerical procedures. The Lotus 1-2-3 program begins with VisiCalc and improves upon it by adding graphics and a database as well as more efficient ways to manipulate and calculate on an electronic worksheet. This unit is designed to help the student become a confident user of VisiCalc or Lotus 1-2-3 quickly and with a minimum expenditure of effort. The unit is two-fold in that the student learns how to operate a program called VisiCalc or Lotus 1-2-3, in addition to learning many of the concepts, terms, and functions needed in general to operate programs containing an electronic worksheet. The unit, designed to be covered in three weeks, consists of seven sections. The first section of the guide is an introduction that also contains student behavioral objectives and a lesson plan outline. Lessons and exercises for VisiCalc and Lotus 1-2-3 make up the second and third sections of the guide, with suggested applications to business following in the fourth section. Suggested tests for the two programs are presented in sections five and six. A bibliography completes the unit. (KC)

ED 251 750 CG 017 878

Watson, Carol D.
Women in Leadership Positions: A Comparison of Considerate vs. Dominant Behavioral Styles.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrators; *Females; *Leadership Styles; Sex Differences; *Sex Role

The possibility that women in positions of leadership need to engage in sex-role appropriate behaviors in order to be effective has been investigated recently. In order to explore whether a sex appropriate, Considerate style helps women to be more influential and effective leaders than a sex inappropriate, Dominant style, 47 mixed-sex groups (N=188) participated in a role-play designed to simulate an organizational decision-making situation. The subjects were graduate students in business administration, members of an introductory Organization Behavior class. The results showed that women with male subordinates were more influential when they employed a Considerate style. No differences were found when subordinates included women as well as men. While the women in this study were highly influential leaders, their groups were not particularly successful in reaching the more creative solutions. This latter result suggests that conflict managment may be a particularly sensitive issue for women in management positions. (Results of analyses of leader influence, leader collaboration, and ratings of leader effectiveness by subordinates and leaders are appended in tables.) (Author/LLL)

ED 251 795 CS 007 844

Waller, Robert; Whalley, Peter
The Processing of Graphically Organised Prose.

PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Appendix A may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Design Preferences; *Graphs; Higher Education; *Language Processing; Layout (Publications); Reading Comprehension; Reading Processes; *Reading Research; *Recall (Psychology)
IDENTIFIERS- *Textual Organization

Given that comparative/contrastive arguments can be displayed separately in a text (one complete argument followed by another, or O-organization) or in an integrated way (with the various aspects interleaved, or A-organization), a study compared a third arrangement--a graphic format, or G-organization--that presented the two descriptions side by side in a tabular arrangement, with row and column headings. Subjects, 18 polytechnic students, were randomly assigned to the three text versions and were given 25

minutes in which to read the text. After the reading task, the subjects were distracted for 10 minutes by an unrelated symbol-identification task that required them to concentrate hard and work quickly. Finally, they were given 15 minutes to write a summary of the text as described in the instructions. Results showed that on general recall there were no significant differences between the three groups. On a comparative measure, however, the G-organization group scored significantly higher than the other two groups. Obviously, the graphic layout of the G-organized text made the comparative/contrastive structure of the argument much more obvious than either of the continuous prose versions. (HOD)

ED 251 824 CS 007 884

Cooter, Robert B.; Flynt, E. Sutton
Reading Comprehension: Out of the Ivory Tower and into the Classroom.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; *Comparative Analysis; Grade 3; Grade 4; Intermediate Grades; *Questioning Techniques; Reading Ability; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Skills; Teaching Methods
IDENTIFIERS- *Inference Comprehension

To determine what effect the elimination of all literal questioning would have on students' literal comprehension abilities as well as inferential abilities, a five-month study was conducted with four groups of third and fourth grade students (n=33) who were reading on grade level in their school's adopted basal series. Two different third and fourth grade reading groups were divided into experimental and control groups and were pretested and posttested using the Stanford Diagnostic Reading Test, comprehension subtest. The comprehension subtest provides separate scores for literal, inferential, and total comprehension. The control group received regular basal instruction for the duration of the study, and the experimental groups received a variation of typical basal instruction. The variation consisted of allowing the two teachers with experimental groups to pose only inferential or higher level questions following basal selections. Results showed that in the whole group comparison, the experimental group performed significantly better on the inferential comprehension subtest as compared to the control group. There were no significant differences on literal comprehension between the two groups. However, the experimental group did perform better on literal comprehension and the difference in mean scores approached significance. When compared by grade levels, there was no significant difference between literal and inferential scores, but inferential scores approached significance as indicated by the mean figures. (HOD)

ED 251 853 CS 208 709

Weiner, Linda
The Composition Class: Outward Bound.
PUB DATE- Oct 84
NOTE- 14p.; Paper presented at the Fall Conference of the College English Association of Ohio (Akron, OH, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Teaching; Creative Thinking; Critical Thinking; Decision Making Skills; *Discovery Processes; Educational Innovation; Higher Education; Learning Strategies; *Learning Theories; Problem Solving; Self Evaluation (Individuals); Teacher Improvement; Writing (Composition); *Writing Instruction
IDENTIFIERS- Hahn (Kurt); *Outward Bound

A college English teacher, dissatisfied with the approach used in her composition classes and with its results, turned to the Outward Bound concepts of the German physician and schoolmaster, Kurt Hahn. These concepts include a belief in the value of creating adversity in order to overcome it, a belief that important things happen to people who are under stress and being challenged that are different from those met in everyday life, a belief that there are some things that cannot be taught although they can be learned, and a belief in teaching an attitude that will help people survive rather than teaching survival itself. Realizing that this philosophy is relevant to the composition classroom as well, the teacher restructured the goals of her writing assignments in light of the essential goals of the Outward Bound program: (1) self-discovery, (2) the extending of perspectives, (3) the appreciation of choices as critical to comfort, (4) the extending of problem solving abilities, and (5) a concern for others. She found that each of these goals had an application in the composition classroom and, embodied in exercises, appeared to have a beneficial effect on the growth of the student--not only as a writer but also as a person. The teacher, too, benefited from the approach. (RBW)

Benoit, William L.
Isocrates, Aristotle, and Credibility Research.
PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classical Literature; Communication Research; Comparative Analysis; *Credibility; *Persuasive Discourse; *Rhetorical Criticism; *Speech Communication; Speech Skills; Theories
IDENTIFIERS- Aristotle; Ethos; Isocrates; *Rhetorical Devices; Rhetorical Theory

Both rhetorical theorists and attitude change theorists agree that characteristics of the source of persuasive communication can improve the persuasiveness of that message. Writers from both perspectives have approached this notion from two divergent perspectives. Isocrates was concerned with the speaker's prior reputation, which is quite similar to the extrinsic credibility studies that vary the characteristics of the source connected with the message. He also declared that prior reputation lent greater persuasiveness to all the words of the speech. Aristotle explicitly rejected the notion of ethos, focusing instead on variations in the language of the speech to create different impressions of the character of the speaker. This is quite similar to the extrinsic studies of credibility, which vary language, delivery, and rhetorical devices so as to alter the impression of the speaker and enhance effectiveness. Empirical studies have consistently supported the former conception, while the latter has been plagued by mixed results. Interestingly, one explanation for these results, drawn from the cognitive response approach, is quite close to Isocrates's explanation of ethos--that it lends persuasiveness to all the words of the speech. (HOD)

ED 251 910 EA 016 630

Fisher, Evelyn; And Others
Knowledge Use and School Improvement. Implications for the Long-Range Plan for School Improvement of the Pennsylvania Department of Education.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 81
NOTE- 74p.; For related documents, see EA 016 620-631.
GRANT- 56991
AVAILABLE FROM- Publications, School of Education, University of Pittsburgh, 5T 17 Forbes Quad, Pittsburgh, PA 15260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (C20)
DESCRIPTORS- *Change Agents; Consultants; *Consultation Programs; Educational Facilities Improvement; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Guidance; *Long Range Planning; Professional Services; *Technical Assistance
IDENTIFIERS- *Knowledge Utilization; *Pennsylvania School Improvement Program; University of Pittsburgh PA

This document's three-fold purpose is to give guidance to schools that will be using technical assistance, to raise important considerations for those resource units that provide such assistance, and to point out areas of concern to Pennsylvania Department of Education planners. Included are four articles by University of Pittsburgh faculty members on the role of technical assistance in facilitating the use of various kinds of knowledge in the school improvement planning process. Evelyn Fisher's "Long Range Planning for School Improvement: Technical Assistance" outlines the function of technical assistance in relation to knowledge use facilitation and provides a conceptual framework for the remaining articles. Jean Winsand's "Knowledge Use, Decision Types and Stakeholders: Implications for School Improvement" examines the Planning Guidelines for School Improvement with reference to knowledge utilization theory and discusses the process of technical assistance. Charles Gorman's "A Perspective on the Future of School Improvement in Pennsylvania" examines School Improvement Plan assumptions relative to technical assistance and speculates on the future of such assistance in school improvement. Finally, Burkart Holzner and Evelyn Fisher's "Knowledge in Use: Considerations in Sociology of Knowledge Application" offers more in-depth information concerning knowledge use literature. (JBM)

ED 251 924 EA 017 267

Baez, Tony; Fernandez, Ricardo R.
Litigation Strategies for Educational Equity: Bilingual Education and Research.
PUB DATE- 23 Apr 84
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Civil Rights; *Court Litigation; Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; Federal Courts; Federal Legislation; Limited English Speaking; Minority Groups; *Politics of Education; *Research Needs; Research Problems; Research Utilization

The effects of bilingual education and programs for students who are not native speakers of English have not been researched thoroughly enough to provide sufficient, accurate, and meaningful evidence that will support litigation. Accordingly, this paper provides a historical review of the role of litigation in obtaining educational equity for language minority students, and explores the issues and concerns that should be subjects of research in the future if educational equity for these students is to be adequately protected or enhanced in the courts. Also discussed is the socio-political context in which bilingual education litigation has evolved. Past bilingual education research is analyzed and criticized. (PGD)

ED 251 954 EA 017 363

Poysner, Larry R.
An Examination of the Classroom Physical Environment.
PUB DATE- 83
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Environment; Classroom Research; Color; Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; Flexible Facilities; Higher Education; Interior Space; Lighting Design; Noise (Sound); *Physical Environment; School Space; *Student Needs; Student School Relationship

The physical environment of the classroom is a web of interrelated and, in many instances, interdependent variables. To examine the effects of the physical environment of the classroom, a total of 45 annotated citations are grouped under the following categories: (1) importance and description of classroom environment; (2) individual factors of lighting and heating, color and noise, seating, and general variables; (3) impact upon students; (4) designing and planning for classroom environments; and (5) creative use of classroom environment. There seems to be general agreement as to the basic affect of spatial arrangement, seating, and general aesthetic appeal of a classroom. Many authors stressed that the environment of a classroom needs to be examined and planned just as any other teaching strategy. Included in the paper are a glossary and a 63-item bibliography. (MLF)

ED 251 693   CE 040 337

Neuman, Delia; Long, James P.
Career Planning System. Microcomputer Version. Student Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 84p.; For related documents, see ED 250 461-462 and CE 040 336.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Disorders; Career Education; *Career Exploration; Career Guidance; *Career Planning; *Computer Oriented Programs; Individualized Education Programs; *Individualized Instruction; Instructional Materials; Learning Activities; *Learning Disabilities; Microcomputers; Middle Schools; *Mild Disabilities; Mild Mental Retardation; Secondary Education; Workbooks

This student guide is part of the microcomputer version of the Career Planning System (CPS). CPS is a comprehensive instructional package designed to provide individualized career exploration and career planning experiences for students of approximately middle-school age. This version is designed to take advantage of the motivational, managerial, and interactive capabilities of the Atari 800 microcomputer to provide individualized career exploration and career-planning experiences for students with mild learning handicaps. Students with mild mental retardation, learning disabilities, and behavior handicaps reading at the 3.5 grade level will profit from working with this instructional package. Section 1 introduces the student to the CPS. Section 2 provides worksheets for practice in working with the concepts and vocabulary essential to the CPS. Section 3 is a form to record the student's Interest Areas. In section 4 are reaction forms upon which the student records reactions to Activities and Briefs. Section 5 provides places to record career plans for 10 occupations (courses to take now, activities to do now, and things to do after high school). Section 6 contains a reaction form summary to list jobs that interest the student most. In the final section are forms to provide the basis for discussions with the teacher and/or counselor to prepare a personal education plan. (YLB)

ED 251 707 CE 040 380

Plummer, Nancy; Michael, Nancy, Ed.

Medications Used in the Treatment of Ischemic Heart Disease.

Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 19p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Cardiovascular System; *Continuing Education; *Drug Therapy; Drug Use; *Heart Disorders; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- *Ischemic Heart Disease

This module on medications used in the treatment of ischemic heart disease is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the structure and function of the heart, including a diagram; the pathophysiology of cardiac ischemia, including angina pectoris and myocardial infarction; and considerations and suggestions for patient care. This discussion is intended for use as a lecture or participant reading. Other contents include a vocabulary list, a worksheet, and drug charts, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 721 CG 017 849

Ball, F. L. Jessica
Understanding Problem Solving in Couple Relationships.
PUB DATE- 26 Aug 83
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Problems; *Interpersonal Communication; *Marital Satisfaction; *Problem Solving; *Self Evaluation (Individuals); *Spouses

Traditionally, research findings on family problem solving have been based on observational data from vignettes provided by the researcher. To examine problem solving in couple relationships from a participatory perspective, 27 married couples discussed a mutually relevant domestic problem, while being videotaped. Subsequently, each partner completed a questionnaire about his or her experience of the process and outcomes. Then each partner separately viewed the videotape and gave a free-flowing commentary about the interaction. An analysis of the results showed significant positive correlations between partners' satisfaction with the discussion of a specific problem and general satisfaction with "who does what," marital satisfaction, and low depression scores. The data also highlighted the remote connections, both in time and in partners' conceptions, between problem talk and finding or implementing problem solutions. The extent to which the partners felt able to express their point of view and felt understood by their spouse during the discussion were both significantly correlated with higher satisfaction and greater optimism. These findings suggest that working on day to-day problems takes time, and the form the discussions take may affect partners' feelings about themselves and their marriage. (BL)

ED 251 736 CG 017 864

Schonfeld, Lawrence; Dupree, Larry W.
Strategies for Recognizing and Treating Elderly Alcohol Abusers.
PUB DATE- 24 Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Behavior Modification; Drinking; *Drug Rehabilitation; *Identification; Middle Aged Adults; *Older Adults; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Gerontology Alcohol Project

This paper describes the Gerontology Alcohol Project (GAP), which was established by the National Institute of Alcoholism and Alcohol Abuse as a pilot treatment/research project for late life drinkers, those who begin abusing alcohol after age 50. Two strategies developed by GAP for identifying elderly alcohol abusers are described including identifying characteristics (quantity and frequency of consumption, quality of life indicators), and source of referral to the program. Four treatment strategies are discussed: (1) breaking the drinking behavior down into component parts (antecedents, behavior, and consequences); (2) dealing with the identified antecedents of the behavior (depression, anxiety, anger, relapse); (3) problem solving skills; and (4) an alcohol education group. Effects of the program and the present status of the GAP project are reviewed. A comparison of (1) late-life versus early-onset alcohol abusers, (2) abusers versus clients without alcohol abuse, and (3) program dropouts versus program graduates is presented. (JAC)

ED 251 765 CG 017 894

Flanders, Madonna; Spang, Bruce P.

Guidelines for Planning and Conducting Student Awareness Programs.

Maine State Dept. of Educational and Cultural Services, Augusta.

PUB DATE- Sep 83
NOTE- 36p.; For related document, see CG 017 895.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Drug Abuse; *Drug Addiction; *Drug Education; *Group Activities; Program Guides; School Involvement; Secondary Education; *Secondary School Students; Social Support Groups
IDENTIFIERS- Student Awareness Programs

This guide is intended to aid school systems to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers through student awareness programs. After the introduction, a section on identifying outcomes deals with setting realistic expectations for a student awareness program. The need for gaining administrative and student support is discussed. Suggestions are then made to aid the planning committee, including possible group standards to consider and actual tasks associated with program preparation. Format issues are discussed, with recommendations for small group facilitator training and the use of expert presenters from outside of the school. Sensitivity to home situations and providing opportunities for students to talk outside the group situation are dealt with. The remainder of the booklet provides information on setting up the content of a student awareness program. Goal statements are arranged in order of priority along with an indication of the approximate time needed for each goal. Statements of objectives and content outlines are provided for each goal statement. Activities and resources are broken down and described separately for grades 7-8, 9-10, and 11-12. A sample agenda shows the flow of activities for each day of a typical awareness program. (LLL)

ED 251 839 CS 208 689

Dellinger, Dixie Gibbs
Out of the Heart: How to Design Writing Assignments for High School Courses. Writing Teachers at Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 114p.; Prepared through National Writing Project. For a related document, see CS 208 683.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Creative Writing; Descriptive Writing; *Educational Theories; Expository Writing; High Schools; Narration; Persuasive Discourse; *Sequential Approach; *Teaching Methods; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Moffett (James); National Writing Project; *Theory Practice Relationship

Intended for high school composition instructors, this book resolves the seeming contradiction between creative, expressive writing and formal exposition and argumentation by presenting a teaching method that treats creative writing as a necessary--if not sufficient--cause for exposition. The first two chapters describe a sequence of short fiction writing assignments based on James Moffett's spectrum of discourse (recording/drama, reporting/narrative, generalizing/exposition, theorizing/argument), then discuss the progression from fiction writing to increasingly abstract exposition and argumentation. The third chapter discusses building this four-step sequence around the themes of a literature work being studied, while the fourth chapter describes assignments for taking students from "recording" present events to "theorizing" or developing an argument. A concluding chapter explores the use of this sequence in content area classes. Appendixes include a discussion of the importance of composition theory, a course outline, and notes from "Teaching the Universe of Discourse" by James Moffett, the book which provided the framework for this instructional sequence. (HTH)

ED 251 882 CS 504 791

Dates, Jannette Lake; Gandy, Oscar, Jr.
The Jackson Presidential Campaign: Setting the Public Agenda.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Media Research; News Media;

*Newspapers; *News Reporting; *Periodicals; *Politics; *Press Opinion; Racial Bias
IDENTIFIERS- *Jackson (Jesse); *Presidential Campaigns

Print news media coverage of Jesse Jackson's 1984 presidential campaign was analyzed to determine whether publishers followed their roles as liberal, moderate, or conservative publications in their coverage. It was hypothesized that print media coverage would be similar across publications regardless of editorial slant, because of the dominance of the race factor in American society. Analysis of the tendencies or patterns of news coverage of the Jackson campaign included three newspapers ("USA Today," the "Wall Street Journal," the "New York Times,") and four magazines ("Time," "New Republic," the "Nation," and "National Review"). Assertions produced by the different news sources were screened sentence-by-sentence to develop a list containing all basic propositions advanced by each publication in the series of articles appearing between October 10, 1983, and April 10, 1984. The resulting data, indicating differences across publications, did not support the hypothesis. Coverage of the Jackson campaign appeared to have followed the dictates of tradition in that publishers did not allow considerations of race to alter significantly their traditional roles as liberal, conservative, or moderate publications. (HTH)

ED 251 897 EA 016 609

Rossmiller, Richard A.; Rossmiller, Daniel M.
Finance.
PUB DATE- 83
NOTE- 26p.; Chapter 6 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Educational Administration; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal Aid; Government School Relationship; Public Schools; School District Spending; *School Funds; *School Law; *School Support; *School Taxes; State Aid; Tax Allocation

Cases related to school finance, in which decisions were handed down in 1982, are reviewed in this chapter. It is observed that the constitutionality of existing state school finance programs was upheld in New York, Colorado, and Georgia, and that litigation was prevalent in the areas of taxation for schools and uses of school revenue. Issues addressed under the heading of Sources and Allocation of Public School Funds include state school finance programs, federal funds for education, and school fees. Discussed under the heading of School Tax Issues are cases involving power to tax, relationship of school districts to other government units, and uses of revenue. (MJL)

ED 251 968 EA 017 379

Sattes, Beth D., Ed.
Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop (Nashville, Tennessee, April 15-16, 1984). Occasional Paper Series.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- AEL-OP-015

PUB DATE- Sep 84
NOTE- 150p.; For individual papers, see EA 017 380-384.
CONTRACT- 400-83-0001-P-6
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Papers; Conference Proceedings; *Curriculum Evaluation; Curriculum Problems; *Educational Change; *Educational Improvement; Educational Innovation; Educational Policy; Educational Principles; Elementary Secondary Education; Leadership Styles; Principals; *Program Implementation; *Teacher Effectiveness; Teaching Models; Time Management; Workshops
IDENTIFIERS- Curriculum Management; Curriculum Mapping

A regional workshop was held in which educational researchers and practitioners shared their innovations, successes, concerns, and progress in using research and development to promote excellence in their state and local education agencies. This document reports its proceedings. "School Improvement: What the Research Says," by David P. Crandall, draws upon recent research to list and debunk 10 "myths" about school improvement. "School Improvement: Issues and Answers" by Harriet Doss Willis, addresses school improvement from three perspectives: shared assumptions, common recommendations, and change strategies. Shirley M. Hord describes research on principal styles in "The Effects of Principal Styles on School Improvement." Fenwick English provides an overview of curriculum management and the auditing technique of curriculum mapping in "Curriculum Mapping and Management." Finally, Jane Stallings provides numerous suggestions for increasing excellence in schooling and teaching through using time effectively in "Effective Use of Class Time." Appendixes provide the handouts that were distributed for each presentation. (TE)

ED 251 983 EA 017 400

Flood, Dudley E.
The Search for Excellence in Education.
PUB DATE- Oct 83
NOTE- 7p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Expectation; *Humanistic Education; *Teacher Student Relationship

The goals of education are drawn from what we know about the nature of knowledge, society, and the individual. There is almost universal agreement that education is to give definite knowledge. However, the second objective, to create those mental habits that will enable people to acquire knowledge and form sound judgments for themselves, often meets with considerable resistance. Schools address the cultural, vocational, and personal assumptions that influence educational structure and philosophy through the curriculum. The essential question is this: "What does a young person need to live satisfyingly and creatively in a changing world?" By practicing humanistic education and understanding that teacher expectations influence pupil behavior, schools can help answer this question. (MLF)

ED 251 625 CE 040 204

Bjur, Michael P.
Clark County Vocational Skills Center. Final Report.
Clark County Vocational Skills Center, Vancouver, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Jan 84
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; Competency Based Education; *Computer Science; Curriculum Development; Dental Assistants; *Electronics; Followup Studies; *Food Service; Guidelines; Job Placement; Job Skills; Labor Needs; Learning Activities; *Nurses Aides; Questionnaires; Records (Forms); Secondary Education; Student Evaluation; Teaching Methods; *Word Processing

This volume comprises the final report of a project to develop curricula for eight vocational and technical occupations as well as copies of the curricula themselves. The individual curricula address the following occupational areas: automotive repair, computer technology, dental assisting, diesel and heavy equipment mechanics, electronics, food occupations, nursing assisting, and word processing. Each curriculum contains some or all of the following: a discussion of the nature and scope of the given occupation, a statement concerning the need for workers in the occupation, a description of the target student audience of the curriculum, a list of objectives and job competencies, an hourly breakdown of the curriculum content, a list of courses included in the curriculum, an instructional outline comprising suggested activities and procedures for their implementation, a listing of classroom techniques and teaching methods to be used in the curriculum, a description of facilities needed to present the curriculum, an instructor's job description, a list of teacher performance responsibilities, and a brief discussion of plans for job placement and follow-up. Concluding the guide are a sample certification of completion and completer profile. (MN)

Retraining of Displaced Workers. Hearing before the Subcommittee on Economic Stabilization of the Committee on Banking, Finance and Urban Affairs, House of Representatives, Ninety-Eighth Congress, Second Session. Serial No. 98-107.

Congress of the U.S., Washington, D.C. House Committee on Banking, Finance and Urban Affairs.

PUB DATE- 31 Jul 84

NOTE- 227p.; Some pages contain very small type.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; Career Education; *Dislocated Workers; *Educational Finance; Employment Problems; Federal Government; *Federal Legislation; *Government Role; Hearings; *Incentives; Job Skills; *Retraining; Training Allowances; Unemployment

IDENTIFIERS- Congress 98th; *Individual Training Account; Proposed Legislation

The focus of this congressional hearing on job retraining is on examination of the linkage between industrial competiveness and retraining and examination of the actions necessary to ensure that American workers are equipped with appropriate skills. Testimony includes statements and prepared statements from Representatives in Congress and from individuals representing Secretary of Labor, State of Delaware; TRW Inc.; American Society for Training and Development; George Washington University; and the U.S. Department of Labor. An appendix contains additional submissions, including the National Training Incentives Act, H.R. 5159 (issues for discussion and an explanation of the National Training Incentives Act of 1984), a digest of draft legislation to be proposed providing for incentives for worker training; and information on the National Individual Training Account Act. (YLB)

ED 251 651 CE 040 254

Developing a Competency-Based Component for the Connecticut Vocational Agriculture Curriculum. Final Report.
EASTCONN Regional Educational Services Center, North Windham, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- Jun 84
NOTE- 558p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; *Competency Based Education; Conservation Education; Forestry; *Job Skills; *Natural Resources; Secondary Education; Vocational Education

Competencies are identified for the four primary instructional areas of the Connecticut Vocational Agriculture Curriculum: plant science, agricultural mechanics, natural resources, and animal science. The competencies for each instructional area are divided into those for exploratory units generally appropriate for instruction at the freshman-sophomore level and those for advanced units generally appropriate for instruction at the junior-senior level. Each set of competencies for an instructional area includes an index of the exploratory units and competencies and their page numbers, an index of the advanced units and competencies and their page numbers, and a list of competencies appropriate to the given primary instructional area. Representative topics are (1) for plant science--agricultural pest control, greenhouse and retail flower shop management, turf management, beekeeping, plant identification, anatomy and function, nutrition, and propagation; (2) for agricultural mechanics--electricity, welding, power tools, small engines, tractor driving, agricultural machinery repair and maintenance, agricultural surveying, electric motors, and field machines; (3) for natural resources--conservation, forestry and wildlife management, outdoor safety, fish culture, and forest fire prevention and control; and (4) for animal science--forage crops, breeding and genetics, livestock judging, veterinary science, and animal health, housing, nutrition, and selection. (YLB)

ED 251 665 CE 040 276

Allied Health Occupations II. Physical Therapy Aide Component. Student Learning Guide. Middletown Public Schools Curriculum Standards.

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

PUB DATE- 84

NOTE- 28p.; For related documents, see CE 040 275-281. Document may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Academic Standards; *Allied Health Occupations Education; Anatomy; Behavioral Objectives; Check Lists; Classroom Techniques; Course Descriptions; Curriculum; Equipment Utilization; Exercise; Exercise Physiology; Fatigue (Biology); *Medical Services; Motivation; Motivation Techniques; Obesity; *Physical Therapists; *Physical Therapy; *Physical Therapy Aides; Physiology; Prerequisites; Rehabilitation; School Districts; Secondary Education; Stress Management; Student Evaluation; Teamwork

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with a practical understanding of the work done by physical therapists and physical therapy assistants. Addressed in the individual units of the course are the following topics: the health team for physical therapy patients; anatomy and physiology; exercise; fatigue and stress; obesity; pain; light, cold, heat, hydrotherapy, sound, and surgical treatment; and motivation techniques to encourage patients to participate in rehabilitation and regain independence. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan and a list of lesson assignments. Concluding the volume is a sample student evaluation checklist. (MN)

ED 251 679 CE 040 302

Stein, Sondra G.
What Women Want: The Evolution of a Competency-Based Job Readiness Program for Women Out of Work.
PUB DATE- 29 Nov 83
NOTE- 14p.; Paper presented at the Annual National Competancy-Based Education Invitational Conference (8th, New York, NY, November 29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Competency Based Education; *Disadvantaged; Economically Disadvantaged; Educationally Disadvantaged; *Employment Potential; Females; *High School Equivalency Programs; Hispanic Americans; Internship Programs; *Job Training; Minority Groups; Problem Solving; Program Effectiveness; Program Implementation; Training Methods; Vocational Education; Whites; *Womens Education
IDENTIFIERS- *Womens Educational and Vocational Enrichment

The Women's Educational and Vocational Enrichment program (WEAVE) has been conducted in two poor sections of Boston to help women move from dependence on welfare to gainful employment. Most of the women served by the program are black and most have not finished high school. About 42 percent of the women have never had paid employment, while most of the others have had only low-skill, low-paying jobs for short periods of time. The program begins with approximately three months of daily education, which focuses on building confidence and building peer support networks as well as building skills in reading, writing, mathematics, and problem solving. By discussing possible obstacles to learning publicly, the women begin to see these as shared problems, rather than individual ones. They unlearn old habits and develop new strategies for coping. At the end of three months, most women are ready to move on to the second phase of WEAVE's program, which combines continued Internship Programs; office jobs at social service agencies where the women feel comfortable. The women continue classes to get their high school diplomas. This part of the program is contracted for with the Commonwealth Service Corps. Successful completion of the program prepares the women to move on to a real job. (KC)

ED 251 781 CG 017 910

Engel, John W.
Cultural Differences in Work-Family Interface Values.
PUB DATE- Oct 83
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983). Research was supported by the Hawaii Institute of Tropical Agriculture and Human Resources.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; Chinese Americans; College Students; Cross Cultural Studies; *Employed Women; *Family Life; Higher Education; Japanese Americans; Marital Satisfaction; Parent Role; *Sex Role; *Student Attitudes; Values
IDENTIFIERS- Hawaii

While there is a growing body of research on middle-class, white American work-family values, sex-role ideals, and attitudes toward women's employment, very little is known about the values and attitudes of other ethnic groups. This study compares the sex-role ideals and attitudes toward women's employment of Chinese, Japanese, and Caucasian American college students (N=400). Chinese, Japanese and Caucasian groups were found to differ in beliefs and attitudes related to women's "place in the home," relative responsibility for care of house and children, natural suitability for housework and care of children, men's housework potential, effects of wives' employment on marriage, and women's motivations for working outside the home. Chinese, Japanese and Caucasian groups tended to have similar values and attitudes regarding: women's abilities to handle the responsibilities of both career and home, the importance of shared housework and child-care, women's responsibility to themselves to make use of their abilities, possible effects of wives' employment on husbands, and concerns for children and the timing of maternal employment. (Author/JAC)

ED 251 811 CS 007 870

Pearson, P. David

Reading Comprehension Instruction: Six Necessary Changes. Reading Education Report No. 54.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 44p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Curriculum Development; *Educational Change; Educational Theories; Elementary Secondary Education; Questioning Techniques; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Skills; *Teacher Attitudes; *Teacher Role; *Teaching Methods; Vocabulary Development

Today, more than ever before, teachers are devoting much of their intellectual and emotional energy to helping students better understand the school texts that they are required to read. This can best be accomplished through six changes in the way reading comprehension is taught: (1) accept an active-constructive model of reading comprehension; (2) change the kinds of questions that are asked of the selections children read; (3) refocus vocabulary efforts on techniques emphasizing semantic elaboration and semantic fit rather than definition and usage; (4) change the way comprehension skills are taught; (5) develop curricular materials that recognize the fact that comprehension and composition are similar in process; and (6) change the conception of the role of the reading instructor from teacher as manager to teacher as teacher. (HOD)

ED 251 940 EA 017 334

Brent, Daniel; Jurkowitz, Carolyn
School Board Study Programs: Board Member's Manual Series II.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 59p.; For a related document, see ED 240 673.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($5.00 prepaid, member discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board Administrator Relationship; *Boards of Education; *Catholic Schools; Elementary Secondary Education; Governing Boards; Leadership Training; *Organizational Development; Participative Decision Making; Policy Formation

A series of study lessons are presented for Catholic school board members who formulate policies for Catholic educational programs. The format is designed around 15 to 20 minutes of group study built into the regular board meeting agenda. Each lesson is designed as an independent unit on a single topic or skill, and each is divided into three parts: a preliminary study section, a group learning activity to take place at the meeting, and a brief followup reading or activity for individual members to do after the meeting. Lessons are on the following topics: (1) board's "calendar" of responsibilities; (2) board committees; (3) policy development; (4) the school as Catholic; (5) long range planning; (6) board prayer; (7) evaluation of the principal; and (8) board accountability. Leader's notes at the end of the document provide directions for moving the group through each lesson. (TE)

ED 251 955 EA 017 364

Fox, James H., Jr.
Middle School Reorganization--Conversion to Excellence. Revised.
PUB DATE- 25 Sep 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Houston, TX, March 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Decision Making; Delivery Systems; Elementary Secondary Education; Inservice Teacher Education; *Leadership Responsibility; Long Range Planning; *Middle Schools; Personnel Evaluation; *School District Reorganization; *School Effectiveness; *Teacher Administrator Relationship; Teacher Improvement; Teacher Morale

An administrator who has been involved in the reorganizations of five school systems to create middle schools found that the reorganization improved delivery of educational services to K-12 students. A districtwide reorganization improves teacher morale by offering an opportunity for teachers to move to a different grade organization in their teaching assignment. Reorganization also provides opportunity and incentive for curriculum renewal at all levels, a strengthening of inservice programs, and an examination of the availability of resources between schools. Elementary schools can be reduced in size, and media centers updated. The politics of reorganization begin with involving staff, school board, and community with a comprehensive planning task-force approach. Leadership is important in determining the point of "critical mass"--when staff, school board, and citizens are ready to move forward and approve reorganization. Reorganizing requires long-term planning of 3 to 5 years. Three steps--setting short- and long-term objectives, monitoring them, and establishing a reporting system of activities related to goals--provides a road map for the administration. (MLF)

ED 251 598 CE 039 638

Halbrook, Diane R.

Excellence in Parenthood/Child Development Education.

American Vocational Association, Inc., Arlington, Va.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 20 Jun 84
NOTE- 166p.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Adult Education; *Child Development; *Demonstration Programs; Elementary Secondary Education; Family Life Education; *Parent Education; *Parenthood Education; Program Descriptions; Program Effectiveness

Descriptions are provided of the six parenthood education and child development programs selected as outstanding by the American Vocational Association and the W. K. Kellogg Foundation. These programs identified as models for adoption or adaptation nationwide are Akron Family Life Education, Akron, Ohio; Teenage Parenting Curriculum Units, Arlington, Virginia; Education for Parenthood, Edison, New Jersey; Comprehensive Parenting Education Cluster, Pewaukee, Wisconsin; Comprehensive K-12 Curriculum, Salt Lake City, Utah; and Parent-Child Programs, St. Cloud, Minnesota. Each program description includes these components: purpose of project (philosophy and rationale), project goals, objectives for learner outcomes, content, program materials, implementation (budget and funding sources), usability, staff requirements, evaluation, and name, address, and telephone number of contact person. Abstracts are provided of 72 other projects that were also nominated for consideration as outstanding programs. These abstracts include program title, target audience, description and program, evidence of effectiveness, implementation requirements, financial requirements, services available, and name, address, and telephone number of contact person. A brief description of the Excellence in Parenthood/Child Development Education Project, which identified the outstanding programs, is found at the beginning of the publication. Appendixes include the criteria used for project selection. (YLB)

ED 251 737   CG 017 865

Tischler, Gary L.; Astrachan, Boris M.
Quality Assurance in Mental Health: Peer and Utilization Review. The Staff College Publication Series in Program Management.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS(ADM)82-1156
PUB DATE- 82
NOTE- 213p.; Figures and tables are marginally reproducible due to small print.
CONTRACT- NIMH-282-77-0187-FS
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; Evaluation Criteria; *Evaluation Methods; *Medical Care Evaluation; *Mental Health Programs; Organizational Objectives; *Program Effectiveness; Program Implementation; *Self Evaluation (Groups); Use Studies
IDENTIFIERS- Community Mental Health Centers; *Quality Assurance

This textbook presents a conceptual and methodological framework for implementing quality assurance programs in mental health services, with specific emphasis on peer and utilization review. Both the content of the review and the methods of accomplishing it are addressed. The early chapters of the book are designed to show the many types and styles of evaluation criteria available, and to help readers determine what is appropriate for their facility. Mechanisms for measuring the quality of care and the process of concurrent and retrospective review are described. Different criteria formats and modes of criteria development are outlined, with specific attention paid to the concurrent review of partial hospitalization and ambulatory services. The implementation of a quality assurance program is then discussed. The quality assurance cycle is described and educational and organizational interventions are outlined. The focus of the book then shifts to the nature of organizations, to quality assurance activities within the framework of organizations with varying structures, and to the establishment of a functioning utilization and peer review system. Numerous figures supplementing the text, an annotated bibliography, an author index, and a subject index are included. (JAC)

ED 251 751 CG 017 879

Clark, Susan; And Others
Stress Management Training for Hospice Personnel: An Exploratory Study.
PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Health Personnel; *Stress Management; *Training; Training Methods
IDENTIFIERS- *Hospice Care

There is very little published research specifically addressing the stress management skills of hospice caregivers. In order to ascertain if breathing exercises, biofeedback training, relaxation exercises, and cognitive therapy would be beneficial, pre- and post-treatment questionnaires and six 30-minute treatment sessions were administered to hospice personnel (N=5) who provide care for patients and their families in the home. The results of the study indicated that hospice personnel perceived themselves as more self-sufficient, self-reliant, and outgoing following the stress management training. Physiological measurements confirmed the subjects' self-reports of being more relaxed. Reportedly fewer stressors were experienced and less of the subjects' state of health was attributed to chance factors. Generalization occurred when the hospice personnel initiated stress management techniques with their patients, reported feeling less confused and more competent in their work environment, and perceived their occupation as less stressful. (Assessment instruments and training session materials are appended, including a Daily Living Stress Index and a Physiological Profile and Questionnaire. (Author/LLL)

ED 251 796 CS 007 847

Person, Mary E.; Burke, Donald M.
Oral Reading in the Classroom.
PUB DATE- Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Learning Processes; *Oral Reading; Reading Improvement; *Reading Instruction; *Reading Research; *Reading Skills; *Skill Development; Teaching Methods
IDENTIFIERS- *Reading Fluency

A study examined growth in oral reading fluency in second, third, and fourth grade students after a treatment of intensive instruction. The 53 subjects were assigned to either an experimental or a control group, and all were administered form A of the Diagnostic Screening Test: Reading, to determine their independent reading level, instructional level, frustration level, and comprehension score. Students in the experimental group were tutored in silent reading, oral reading, and oral reading with expression for two weeks, while the control group received no special instruction. It was hypothesized that the experimental treatment would significantly change subjects' pretest and posttest scores on all levels of the screening test, and that significant changes in attitude toward oral reading and reading in general would occur. On the whole, the results did not support the hypotheses. Significant differences in reading growth were not found for the experimental group, except in the area of comprehension. (FL)

ED 251 854 CS 208 710

Perrin, Robert
Writing in the Elementary Classroom.
PUB DATE- Sep 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Indiana Teachers of Writing Conference (4th, Indianapolis, IN, September 28-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Writing; Educational Needs; Elementary Education; Scholarly Journals; Student Attitudes; Student Needs; *Teacher Attitudes; Teacher Education; Teacher Role; *Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Research

Twenty-six teachers at a suburban school near Terre Haute, Indiana, responded to a survey to determine the activities used to teach writing in their classrooms. The results suggest the following: (1) writing in elementary classes concentrates heavily on "creative" writing and responses to literature, and should be broadened to include expository modes; (2) writing needs to be incorporated more consistently in content areas other than language arts and social studies; (3) teachers need to match more carefully what they teach to students' needs; (4) teachers need to place more value on grammar and mechanics; (5) teacher training should concentrate on what working teachers have found to be useful rather than on what college teachers think will be useful; (6) journals and professional literature must include more practical, useable materials for working teachers; and (7) teachers must read journals and attend conferences with open minds for ideas to invigorate their teaching and share their own ideas through journal articles and conference presentations. (HTH)

ED 251 868 CS 504 777

McCroskey, James C.; And Others
Power in the Classroom V: Behavior Alteration Techniques, Communication Training, and Learning.
PUB DATE- Feb 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Change; *Behavior Modification; *Behavior Patterns; Behavior Rating Scales; *Classroom Communication; *Classroom Techniques; *Communication Research; Communication Skills; Student Reaction; Teacher Education; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Behavior Alteration Techniques

Data gathered from 42 secondary school speech communication teachers and their students formed the foundation for a study that examined the relationship between: (1) differential use of Behavior Alteration Techniques (BATs) by teachers trained or untrained in communication in instruction and (2) learning of students of varying quality levels. Twenty-two of the teachers had recently completed master's degrees in speech communication with an emphasis in communication in instruction, and 20 teachers had no communication training. Each teacher was provided with instruments to be given to five of their best students, five average students, and five of their worst students. The students were asked to rate on a one-to-five scale how frequently their teacher used statements of varying types to attempt to change student behavior in the classroom. The teachers were asked to complete the instrument three times, indicating how frequently they used each message with good, average, and poor students. Results indicated that immediate reward from behavior, deferred reward from behavior, self-esteem, and teacher feedback contributed to positive affective learning. Punishment from teacher, legitimate-teacher authority, debt, responsibility to class, and peer modeling were negatively associated with affective learning. Results also indicated that appropriate training in communication in instruction may have led to more appropriate choices of BAT usage and increased student learning. (The research upon which this paper is based received the 1984-85 Distinguished Research Award for the Association of Teacher Educators.) (Author/HOD)

ED 251 898 EA 016 610

Goldblatt, Steven M.; Piele, Philip K.

Property.

PUB DATE- 83
NOTE- 20p.; Chapter 7 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bids; *Board of Education Role; *Court Litigation; Educational Administration; *Educational Facilities; Educational Finance; Elementary Secondary Education; Higher Education; *Property Accounting; School Budget Elections; School Closing; *School Construction; *School Law; School Zoning

This chapter reviews 1982 cases related to school property. Cases involving citizen efforts to overturn school board decisions to close schools dominate the property chapter, and courts continue to uphold school board authority to close schools, transfer students, and sell or lease the buildings. Ten cases involving detachment and attachment of school district land are reported, continuing a trend in increased litigation in school land transfer. Litigation related to school bond referenda and zoning issues is discussed and precedes an expanded section on building design and construction. Besides an increased coverage of cases involving competitive bidding, roofs and ceilings, design and performance, contractor claims, and arbitration, new topics reported include construction funding, prevailing wages, and sales tax on materials. A review of cases related to higher education facilities concludes the chapter. (Author/MJL)

ED 251 911 EA 016 631

Gorman, Charles J.
Evaluation for School Improvement Projects.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Aug 81
NOTE- 53p.; For related documents, see EA 016 620-630.
GRANT- 632127
AVAILABLE FROM- Publications, School of Education, University of Pittsburgh, 5T 17 Forbes Quad, Pittsburgh, PA 15260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Charts; Consultants; *Consultation Programs; Educational Development; Educational Facilities Improvement; *Educational Improvement; Educational Planning; Elementary Secondary Education; Evaluation; *Long Range Planning; Needs Assessment; *School Districts; Tables (Data);

*Technical Assistance
IDENTIFIERS- *Pennsylvania School Improvement Program; University of Pittsburgh PA

This document provides a case history of the efforts of the University of Pittsburgh's School of Education to serve as one school district's Technical Assistance Agency during the first year of the Pennsylvania School Improvement Program (1980-81). Brief descriptions in Sections I and II of the Pennsylvania program's general and specific settings, and an outline in Section III of program procedures for evaluation and needs assessment lead up to Section IV, on evaluation and development, of which the bulk of the document is comprised. Section IV includes (1) a situational definition and classification of focus areas for school improvement; (2) a sample school profile including information on standardized test scores in reading and mathematics; (3) considerations of the school's goal structures, time allocations, and priorities and plans of action at the building level; and (4) a synthesis of plans of action at the district level. The document's final two sections briefly discuss leadership training, evaluation and development, and documentation and school improvement. The report contains nine charts and seven tables. (JBM)

ED 251 925 EA 017 268

Mapping Your Millage.

Michigan State Board of Education, Lansing.

PUB DATE- Apr 84
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Action; Community Organizations; Elementary Secondary Education; Political Issues; Public Relations; Public Schools; *Public Support; *School Budget Elections; School Community Relationship; *School Support; *Tax Allocation
IDENTIFIERS- Michigan; *Political Campaigns

Developed by a team of strategists to help local school districts in Michigan win school millage elections, this manual details the factors that go into a successful election campaign. The campaign is broken into five phases: building a coalition, surveying and gathering information, developing a campaign theme and campaign plan, identifying and persuading supporters, and getting supporters to the polls. Sections of the manual cover the special characteristics of millage campaigns: organizating the campaign staff and establishing the roles of its members; planning the campaign calendar; organizing special committees and running meetings; establishing a file on voters; surveying the community; and packaging the ballot question. Other sections cover using written materials; canvassing; using phone banks; watching the polls; obtaining and using volunteers; raising funds; working with the media; the roles of school employees, students, and community organizations; and postelection activities. Appendixes include such resource materials as sample forms, guides for interviewers and evaluators, questionnaires, and campaign theme ideas. (PGD)

ED 251 984 EA 017 401

Flood, Dudley E.
A Growing Trend toward Exclusive Education.
PUB DATE- Oct 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; *Equal Education; Minority Group Children; Minority Group Influences; Minority Group Teachers; *Multicultural Education; Public Schools; *School Desegregation; School Personnel
IDENTIFIERS- *North Carolina

The first step toward realizing the goal of equal opportunity is that of establishing equal status relationships. North Carolina's progress in desegregation of public schools is evidenced in examining the historical problem areas of equal access to resources, the normative structure of schools, and staffing and board membership. The present trend in the state is toward providing a comprehensive course of study for all children. Because of cross-cultural experiences, a broadening of normative structures has occurred in schools. Among the 142 superintendents in the state, three are black, one is Indian, and two are female. In addition, minority race members on local boards are common. Addressing the unfinished agenda of second generation desegregation requires ensuring that all children have equal access, not just to educational opportunity, but to knowledge. Some indicators that desegregation is not complete are that school staff patterns still tend to reflect the vestiges of segregation, minority students are much more likely to be cited for misbehavior at school than are white students, and less recognition is given in the curriculum of the contributions of blacks, Indians, and other minorities. (MLF)

ED 251 612 CE 039 880

Worthington, Robert M.
Critical Issues Surrounding Entrepreneurship Education--Present, Past, Future--A Federal Perspective.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 5 Sep 84
NOTE- 16p.; Paper presented to the National Entrepreneurship Forum at the National Center for Research in Vocational Education (Columbus, Ohio, September 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration; Careers; Economic Opportunities; Educational Philosophy; *Educational Policy;

*Educational Trends; Education Work Relationship; *Entrepreneurship; *Futures (of Society); Government Role; Management Development; *Minority Groups; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Small Businesses

Entrepreneurship education has been of national concern for many years. In the early 1970s, the major thrust of Federal leadership was directed toward the expansion of minority businesses. Following a Presidential Executive Order, a cabinet-level Interagency Council for Minority Business Enterprise was established by the Secretary of Commerce in 1971. The issue then, as it is today, was to address the dramatic lag in minority participation in American business ownership. Recognizing that education and training were at the heart of the problem, the Council requested the then-Department of Health, Education and Welfare to establish a task force on education and training for minority business enterprise. That task force, which held hearings and conducted in-depth studies, concluded that the high failure rate of minority-owned businesses and the critical element in business survival and growth were related to management capabilities. From this task force came many instructional materials for entrepreneurship education, including those developed by the National Center for Vocational Education, that are in wide use today. The present Administration is committed to the further development of minority-owned businesses, with a goal of the formation of at least 60,000 new minority businesses and the expansion of a similar number over the next 10 years. The Department of Education is committed to providing leadership in the field of entrepreneurship education. Plans call for finding a way to document achievement, developing a resource guide, enhancing communications, and upgrading teacher education for entrepreneurship. (KC)

ED 251 708 CE 040 381

Plummer, Nancy; Michael, Nancy, Ed.
Multiple Sclerosis.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 15p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; *Neurological Impairments; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- *Multiple Sclerosis

This module on multiple sclerosis is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of the disease process of multiple sclerosis, the commonly used drugs for treatment, and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a vocabulary list, a worksheet, and a drug chart, all of which are suitable for reproduction for use as handouts. (YLB)

ED 251 722 CG 017 850

Schmidt, Frank L.
Meta-Analysis: Implications for Cumulative Knowledge in the Behavioral and Social Sciences.
PUB DATE- 25 Aug 84
NOTE- 14p.; An invited address at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Meta Analysis; *Psychology; Research Methodology; Research Problems; *Social Science Research

The most important problem in psychology and the social sciences today is the failure to produce cumulative knowledge. This situation has led many to conclude that cumulative knowledge and general principles and theories may be impossible to establish in psychology, a conclusion suggesting that psychology can never be a science--only at best a technology producing answers limited in their applicability to specific situations. This notion has contributed to reductions in funding for research. Psychological researchers have relied on a general two-step procedure to produce cumulative knowledge. First, individual scientists conduct numerous studies; second these studies are integrated subjectively and non-quantitatively, published, and reviewed. However, the information processing task in reviewing a body of studies so that general principles can be drawn from them may be too complex for the unaided human mind. The most important recent development, therefore, is the development of quantitative methods which lift the information processing burden from the reviewer by quantitatively integrating findings across studies, while simultaneously correcting for the effects of statistical and measurement artifacts which distort study findings. Meta-analysis, the term for this process, corrects for the distorting effects of artifacts such as sampling error, measurement unreliability, and range restrictions. The response to these new methods by researchers has been gratifying, as evidenced by meta-analytic studies in journals, books and convention presentations. (JAC)

ED 251 766 CG 017 895

Spang, Bruce P.; Redding, Judith M.

Guidelines for Setting Up Support Groups in the Schools.

Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Aug 84
NOTE- 76p.; For related document, see CG 017 894.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Drug Abuse; *Drug Addiction; *Drug Use; Group Activities; Group Counseling; Program Guides; *School Involvement; School Responsibility; School Role; Secondary Education; Secondary School Students; *Social Support Groups

This document provides guidelines for setting up support groups in the schools designed to manage the problems associated with chemical use and abuse. Sections on group membership, the support group as a learner-centered educational experience, and purposes of the support group are presented. Sources of student referrals from the school, family, and community are outlined, giving criteria for appropriate referrals. Naming the group, group leadership and planning, and scheduling the group are discussed. Suggestions for orienting students, attendance policies, the room and time of meeting, adding new members, and staff education are provided. Information regarding confidentiality and group rules is presented, followed by sections on supervision and evaluation. Using students as resources is discussed in terms of peer facilitators, leaders, and contact persons. Training resources for helping and facilitation skills are highlighted. Goals and objectives for alcohol and drug support groups are broken down for three types of groups: the assessment group, the concerned persons group, and the recovering students group. Goals of the group, goals for group members, and tips on group process are given for each type. Flowcharts about how the support groups work, assessment scales, sample letters and forms, program checklists, and a 57-item bibliography are appended. (LLL)

ED 251 825 CS 007 885

Feeley, Joan T.; Wepner, Shelley B.
The Effects of Background Information on Standarized Test Scores.
PUB DATE- 26 Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Higher Education; Interaction; *Performance Factors; *Prior Learning; *Reading Instruction; *Reading Research; Reading Tests; *Standardized Tests; *Test Wiseness
IDENTIFIERS- *Reader Text Relationship

A study was conducted to determine the effects of exposure to the topics included on the comprehension subtest of the Nelson-Denny Reading Test (ND), Form F, on college freshmen's performance on the test. In addition, the study investigated whether those students with background information would indicate their awareness of this knowledge on a teacher-made inventory. Students in one section of an introductory college reading course served as the experimental group, and those in another section served as the control. Both groups received supplementary readings, with the experimental group using articles based on topics found in the ND. At the end of the semester, immediately before administration of the ND, students in both groups completed a teacher-made Prior Knowledge Inventory (PKI) designed to measure their perceived knowledge of the topics included in the test. Students were asked to check one of four categories--"great deal," "moderate," "minimum," or "none"--to describe the amount of knowledge they had about each of 12 topics. Posttest ND results suggest that if students are provided with background information about topics included on the comprehension section of a standardized test, those students will score higher on the test than will those not exposed to the material. PKI results showed that students' awareness of their knowledge was not as important to test performance as the knowledge itself. (A list of materials used in the study is appended). (FL)

ED 251 883   CS 504 792

Kelley, Michael P.
A Paradigmatic View of the Individual Events Revolution/Structure.
PUB DATE- Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Educational Change; Educational Trends; Higher Education; *Innovation; *Persuasive Discourse; *Speech Communication; Speech Curriculum
IDENTIFIERS- *Debate Tournaments; *Individual Events Competition

Twenty years ago the average number of individual events offered at an intercollegiate forensics tournament was two. That average has increased steadily over the years until today it is close to 10 events per individual events tournament. However, some of the so-called "new" or "experimental" events are duplicative, causing the entire expansive process to become implosive and repetitive. It appears that the only truly new, experimental event introduced in the last 20 years that does not have a clear generic antecedant to an older event is organizational communication, and that event died at birth. Physical and temporal constraints aside, the generic limitations on further experimentation into as-yet-unplowed fields seems unlikely. Virtually all of the events introduced in the last 20 years can be viewed as either parts of a larger whole or refinements of prior offerings. Thus, if experimentation is to be found at some future date, it must lie in a radical reformulation of what the larger forensic enterprise is about and should be about. (HOD)

Pitner, Nancy J.; Charter, W. W., Jr.
Principal Influence on Teacher Behavior: Substitutes for Leadership. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 84

NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Leadership; Organizational Climate; *Principals; Professional Autonomy; Teacher Administrator Relationship; *Teacher Behavior; *Teacher Supervision; *Teaching Conditions; Work Environment
IDENTIFIERS- *Leadership Effectiveness; *Substitutes for Leadership Theory (Kerr)

This document reports on a review of the leadership literature, a cross-sectional correlation study, and a series of in-depth teacher interviews, all of which were parts of an effort to better understand the conditions under which a principal can lead. The correlation study makes use of S. Kerr's theory that the effect of the leader's behavior on subordinate motivation or performance will be less in the presence of conditions that may substitute for, or neutralize, the leader's effectiveness. The study tested Kerr's 13 proposed conditions by surveying teachers and principals from a sample of elementary schools in Oregon and Washington. The results provided little support for Kerr's substitute theory in the setting of public elementary schools, but questionnaire weaknesses were thought to contribute to these adverse results. In an alternative approach, nine teachers were interviewed to detect the operation of substituting or neutralizing conditions as respondents recounted their teaching experiences. It is concluded that there are potential substitute conditions in elementary schools, but the question remains whether or not there is variation and if the conditions act as substitutes. Although this theory is worthy of further study, the instruments must be refined. Appendixes include related questionnaires. (DCS)

ED 251 969 EA 017 380

Crandall, David P.
School Improvement: What the Research Says.
PUB DATE- Sep 84
NOTE- 24p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Adoption (Ideas); *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Leadership Responsibility; *Program Implementation; Teacher Administrator Relationship; Teacher Role

This paper, presented at the 1984 regional workshop of the Appalachia Educational Laboratory, draws upon recent research to list and debunk the following 10 "myths" about school improvement: (1) that change can be initiated simply by clarifying goals and designating staff (change actually requires three gradual steps--initiation, implementation, and institutionalization); (2) that improved instruction is costly (investment of time is actually more important than amount spent); (3) that practitioners don't know how to mount and maintain change efforts (research indicates, however, that they do); (4) that extended participatory planning is the surest path to school improvement (forceful leadership is essential); (5) that principals are the key to school improvement (central office administrators are generally more instrumental than principals); (6) that teachers will reflect innovations that they have not developed (simply untrue); (7) that small changes are safer and surer (true, but only major efforts produce serious improvement); (8) that materials, research findings, or new ideas by themselves will lead to change (practices are central, products are secondary, people are critical); (9) that inservice training is important only at the start (followup is essential); and (10) that successful innovations will stick automatically (not true, continual planning is needed). The paper closes with advice for school leaders on the importance of teachers in the change process, and a handout from the NETWORK, Inc., is attached, entitled "A Comprehensive Look at Efforts to Improve Schools." (TE)

ED 251 639 CE 040 226

Crawford, Ronald, Ed.
Supervised Occupational Experience Ideas.
Future Farmers of America, Alexandria, VA.; Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.
PUB DATE- Nov 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Classroom Techniques; *Educational Practices; Educational Quality; Guidelines; Peer Teaching; Postsecondary Education; Program Development; Program Implementation; *Program Improvement; Publicity; Secondary Education; *Student Motivation; *Supervised Farm Practice; Teacher Aides; *Vocational Education
IDENTIFIERS- Contests; Future Farmers of America

This volume contains over 60 ideas for use in implementing supervised occupational experience (SOE) programs. The ideas, which were submitted during a National SOE idea contest conducted in 1983, deal with the following aspects of SOE programs: program evaluation, program promotion, use of teacher and student aids, stimulation of individual student interest in SOE, planning of quality SOE programs, and expansion of existing SOE programs. Each idea description contains some or all of the following: the name and address of the person who submitted the idea, procedures for implementing the idea, suggested target students, program strengths, and potential program shortcomings. Appended to the volume are various sample forms for use in keeping the following types of information: student occupational experience plans, supervised project records, quarterly supervised occupational experience scores, grades, Future Farmers of America record book scores, and individualized instruction and project visitation evaluations. (MN)

ED 251 652 CE 040 255

Atkins, Barbara, Ed.
Standards for Michigan Vocational Consumer Home Economics Education Programs. Middle/Junior High/High School.
Michigan State Board of Education, Lansing.
PUB DATE- Oct 84
NOTE- 129p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Career Exploration; Child Rearing; *Consumer Education; Criteria; *Daily Living Skills; High Schools; *Home Economics; *Human Relations; Junior High Schools; Middle Schools; Parenthood Education; Practical Arts; Secondary Education; *State Standards

This guide contains standards designed to encourage local educational agencies to redesign consumer home economics programs to meet the present and future needs of students and adults in the 1980s and 1990s. A procedure is suggested for using them in redesign or development of new and innovative articulated programs. The standards include nine major program components: philosophy, population/access, instructional program, advisory council/community involvement, facilities/equipment, student services, finance, administrative/supervisory personnel, and instructional staff. Each component is defined, and the standard is specified. For each standard, two to nine criteria are identified. Quality indicators for each criterion are provided in a format suitable for use as a program review guide. Implementation or non-implementation of a quality indicator is to be indicated by a check, and space is provided for comments. An appendix contains additional information that explains or defines terms and/or phrases used in the criteria. (YLB)

ED 251 666 CE 040 277

Allied Health Occupations II. Medical Laboratory Assistant Component. Student Learning Guide. Middletown Public Schools Curriculum Standards.

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 84
NOTE- 41p.; For related documents, see CE 040 275-281. Document contains very light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; Anatomy; Check Lists; Classroom Techniques; Course Descriptions; Curriculum; Equipment Utilization; Hospitals; Instructional Materials; *Laboratory Procedures; Laboratory Technology; *Medical Laboratory Assistants; *Medical Technologists; *Microbiology; *Microscopes; Physiology; Prerequisites; Resources; Sanitation; School Districts; Secondary Education; Student Evaluation
IDENTIFIERS- *Bacteria

This volume outlines the requirements and content of a second-year course in allied health occupations education that is intended to provide students with a practical understanding of the work done by medical laboratory technicians and technologists. Addressed in the individual units of the course are the following topics: the value of microbiology; the microscope; the protist, yeasts, molds, protozoa, bacteria, parasites, and viruses; environmental control of bacteria; hospital sanitary measures; methods for the destruction of bacteria; and anatomy and physiology. The first part of the volume sets forth standards pertaining to the primary objective of the course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan and a list of lesson assignments. Concluding the volume are a sample training site plan and a sample student evaluation checklist. (MN)

ED 251 680 CE 040 303

Wanat, John A., Comp.

Selected Related Class Materials for Special Needs Students in Cooperative Vocational Education Programs. An Annotated Bibliography.

PUB DATE- 3 Dec 83
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 3, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Classroom Techniques; Consumer Economics; *Cooperative Education; *Disabilities; Educational Resources; Games; Instructional Materials; Insurance; Job Skills; Money Management; Occupational Information; Postsecondary Education; Safety; Secondary Education; Special Education; Teaching Guides; Teaching Methods; *Vocational Education; *Work Experience Programs

This annotated bibliography lists and describes materials that can be of use to teachers of special needs students in cooperative vocational education programs. The bibliography is organized in 10 sections that cover the following materials: comprehensive related class student materials; occupational information; jobs; money management; insurance, business, and consumer services; safety; audiovisual materials; games and kits; teacher coordinator guides to serving special needs populations; and a list of annotated bibliographies. Each entry includes publisher, place of publication, date, and short description of the material. The annotated bibliography section lists additional bibliographies of materials about serving handicapped students in vocational education courses. (KC)

ED 251 694 CE 040 339

Worthington, Robert M.
A Statement on Vocational Education in the Schools.
PUB DATE- 4 Jun 84

NOTE- 23p.; Paper presented to the National Commission on Secondary Vocational Education (Washington, DC, June 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Educational Change; *Educational Improvement; Educational Opportunities; Educational Quality; Elementary Secondary Education; Employment Potential; Job Skills; *Program Improvement; *Role of Education; *Vocational Education
The high school vocational education curriculum should not be isolated and reformed without considering the experiences of young people leading up to and following high school. At the elementary level a new emphasis needs to be placed on acquisition and application of basic skills. In junior high school, expectations for growth in the basic skills must be raised and student energies directed toward exploration of demands of the real world of adulthood and work. Vocational education in the senior high school should teach work habits and attitudes and provide a well-balanced foundation in technology. Despite criticisms of out-dated equipment in comprehensive schools and no access to advanced academic courses in separate vocational education facilities, vocational education should not be delayed until the postsecondary level, because of its holding power. Nor should the content of vocational education programs be made too general to be identifiable with a specific job. Practical directions for vocational education program improvement would be to improve its image as being relevant to today's work world, improve efforts to ensure that program graduates can demonstrate mastery of competencies, and increase interaction among instructors, students, and businesses. Relationships between vocational education teachers and academic and general teachers also need to be improved. (YLB)

ED 251 782 CG 017 911

Kahana, Eva; And Others
Social Factors in Institutional Living.
PUB DATE- Aug 84
NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Institutional Environment; *Institutionalized Persons; Literature Reviews; Longitudinal Studies; Nursing Homes; *Older Adults; Psychological Patterns; Social Adjustment; *Social Environment
IDENTIFIERS- Long Term Care Facilities

This first section of this paper reviews the literature on the social world of the institutionalized elderly. Social factors contributing to institutionalization are discussed, including the personal and psychological background of residents. Social behavior and the institutional environment are reviewed, focusing on social interactions among residents, between residents and staff, and between residents and non-residents. The role of social factors in institutional outcomes is also discussed, and a model of social factors in institutional life is presented. The second section of the paper presents data from a longitudinal study of the initial year of institutional living of residents (N=253) who were studied from the pre-institutional stage, before entering diverse institutional environments. They were compared with 35 residents entering a senior citizen housing site. Residents' self-reports, and staff and interviewer observations of their interactions indicated that they not only survived the move and early adjustment period, but generally found life in a congregate facility to be no worse than they expected, or in many cases, better than expected. The primary motivating factors for institutional entry frequently were social in nature, and most residents were willing or eager to move and expected their stay to be permanent. Social interactions remained stable. The elderly received frequent visitors, reported generally pleasant interactions with other residents and staff, and participated in activities at the institution, although there was little increase in close and meaningful social ties. (JAC)

ED 251 812 CS 007 871

Singer, Harry, Ed.; Bean, Thomas W., Ed.
Learning from Texts: Selection of Friendly Texts. Proceedings of the Lake Arrowhead Conference on Learning from Text (July 27-29, 1983).
Learning from Text Project, Riverside, CA.
PUB DATE- Jul 84
NOTE- 248p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Content Area Reading; Evaluation Criteria; Higher Education; *Language Processing; Learning Processes; Readability; Reader Response; *Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; Study Skills; *Textbook Content; *Textbook Evaluation
IDENTIFIERS- Learning from Text Project; *Reader Text Relationship; *Text Learning

Papers in this report were presented at a conference on text characteristics, convened as part of the Learning from Text Project. The foreword describes the University of California and California State University Joint Projects Steering Committee project to determine the relationship between ability to learn from text and academic achievement, and gives an overview of the conference. This is followed by opening remarks by the co-chair of the Joint Projects Steering Committee. The major portion of the report consists of articles that discuss the following: (1) a preliminary collateral research report on the Learning from Text Project, (2) the impact of training in underlining on course achievement, (3) investigation of matrix groupings of student/text interaction based on extraneous underlinings, (4) the effect of ethnicity and socioeconomic status on college student achievement when combined with other predictive factors, (5) adjunct questions and text learning in college biology, (6) the effects of cognitive mapping on reading comprehension and written protocols, (7) direct instruction in metacognitive strategies, (8) a summer workshop for learning from text, (9) friendly texts, (10) a text evaluation checklist, (11) text properties that can inhibit the growth of meaning, (12) a workshop on application of criteria for evaluating texts, (13) application of criteria for evaluating texts, (14) learning assistance centers and the testing project at University of California at Los Angeles, and (15) the effects of two types of learning from text guides on the comprehension of psychology texts among college freshmen. (HTH)

ED 251 840 CS 208 692

Gray, James; Benson, Robert

Sentence and Paragraph Modelling. Curriculum Publication No. 17.

California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 54p.; Prepared through National Writing Project. For a related document, see CS 208 683.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Theories; Higher Education; Induction; *Models; *Paragraph Composition; Secondary Education; *Sentence Structure; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Bay Area Writing Project; *Christensen (Francis); *Theory Practice Relationship

The two essays in this booklet reflect the spirit and ideas of Francis Christensen, specifically his exhortations to composition teachers, illustrated by his own practice, to approach the teaching of writing inductively, to look always to the writing of professionals for models, and to behave as scholars. The first essay, on sentence modelling, describes an instructional approach during which students examine variations of the cumulative sentences in scores of sentences written by a number of professional writers, imitating the methods of modification introduced to them. The second essay deals with paragraph modelling and uses Christensen's theory of the paragraph as the basis for an instructional approach during which students learn how to talk about the paragraph, discovering how its thoughts are put together. (HOD)

ED 251 926 EA 017 269

Broughton, Valerie J.
School Improvement Model--A Total Systems Approach to Teacher, Administrator, and Student Performance Evaluation. Occasional Paper No. 84-1.

Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Educational Research; Elementary Education; *Models; Predictor Variables; Race; *Research Design; Socioeconomic Status
IDENTIFIERS- Minneapolis Public Schools MN; *School Improvement Model

The purpose of the School Improvement Model (SIM) Project is to investigate the links between systematically developed teacher performance evaluation, administrator performance evaluation, staff development interventions, and the quality of education as measured by student achievement results. Following the 4th year of the 5-year study, preliminary findings made possible the development of a model of the effects of SIM project activities on student performance, based on results obtained in the Minneapolis Public Schools. Fourth-grade mathematics scores on norm-referenced tests served as measures of achievement, and both the classroom level and the individual student level of improvment were tested, using analysis of covariance. Variables tested included socioeconomic status, race, and attendance. Socioeconomic status and race were found to predict both pretest and posttest scores, but evidence indicated that the SIM process reduces the impact of these variables and does affect achievement in a metropolitan school setting. (PGD)

ED 251 956 EA 017 365

Kaplan, Michael H.
Past Successes and Future Challenges: An Examination of the Perceptions of Selected Community Education Opinion Leaders. Research Report 83-109.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jul 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Community Attitudes; *Community Education; *Educational Trends; *Futures (of Society); Institutional Role; Models; National Surveys; Opinions; Organizational Communication; *Program Attitudes; *Program Effectiveness; Program Improvement; School Support; Trustees

The achievements, problems, and potential of community education (CE) were the subject of a 1983 survey that reveals the views of local and national leaders involved with CE. Based on an extensive literature review, a survey of seven open-ended questions was constructed. One hundred sixty-two respondents nationwide who are CE coordinators--directors, superintendents, principals, school board members, advisory council members, and "national opinion leaders"--provided information through telephone and in-person interviews. Following discussion of definitions and models of CE and of the survey's design and execution, the bulk of the paper reports respondents' opinions on these seven issues: (1) public awareness of CE, (2) professional educators' acceptance of CE, (3) links between CE and regular school programs, (4) reasons for CE's relative obscurity, (5) past successes of CE, (6) obstacles to future success, and (7) whether or not CE performs an essential role. The presentation consists primarily of anonymous quotes, grouped by category of respondent and interspersed with brief analytic paragraphs; successes and challenges identified are listed in tables. Conclusions on community education's status, achievements, and future--the last of which include several recommendations for strengthening CE--complete the report. (MCG)

ED 251 599　　　　　　　　　　　　　　　CE 039 686

Using Handicapped Workers as Career Role Models in the Career Development Process of Other Handicapped Persons. Final Report 1983-1984.

Brookdale Community Coll., Lincroft, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 84

NOTE- 63p.; For a related document, see CE 039 687. The appendices may not reproduce well due to light type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Development; *Career Education; Careers; Directories; *Disabilities; Employment Opportunities; *Material Development; Postsecondary Education; *Resource Materials; *Role Models; Videotape Recordings

A project was designed to use employed persons who are handicapped as positive career role models for other handicapped persons and to record the processes and procedures of conducting this innovative program for replication by other educational institutions. A base list of over 200 employed handicapped persons was compiled following a Career Fair for the Physically Handicapped. Career role models were identified, videotapes were made of handicapped professionals at their places of business, and a book was published about these same persons. Other materials developed were posters, a comprehensive promotional brochure, and a "Directory of Workers with Disabilities." Recommendations emanating from project results were that educators, employers, parents, and interested others should be made aware of the availability of the newly developed resources; the resources should be used, their effectiveness evaluated, and educators and other appropriate helping professionals should attend an inservice training conference on using the materials; a lending library for handicapped career role model resources should be developed; and a manual describing implementation methods for existing resources should be produced. (Some project materials are appended.) (YLB)

ED 251 626 CE 040 206

Goetsch, David

Learning How to Teach. Self-Paced Inservice Modules for Part-Time Vocational Instructors.

American Vocational Association, Inc., Arlington, Va.

PUB DATE- 83
NOTE- 125p.
AVAILABLE FROM- American Vocational Association, 2020 North 14th Street, Arlington, VA 22201 ($18.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Course Organization; *Inservice Teacher Education; *Instructional Development; Learning Activities; *Lesson Plans; Pacing; Part Time Faculty; Postsecondary Education; Secondary Education; *Student Evaluation; *Teaching Methods; Testing; Vocational Education; *Vocational Education Teachers

These self-paced inservice modules are designed to help part-time vocational instructors learn how to teach. Addressed in the individual modules are the following topics: teaching methods (an overview of teaching, the lecture and discussion method, and the demonstration method); course construction (an overview of course construction and development of course outlines); use of lesson planning (an overview of lesson planning, development of instructor lesson plans, and development of student lesson plans); and procedures for testing and evaluation (an overview of testing and evaluation, procedures to test for knowledge and theories, ways of testing for skills development, and methods of scoring and grading). Each module comprises a series of lessons containing some or all of the following: a statement of purpose, objectives, instructional text, practical application activities, a self-test, and a key to the self-test. (MN)

ED 251 797 CS 007 849

Farren, Sean
Critical Reading - How Seriously Do We Take It?
PUB DATE- Sep 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (9th, Dublin, Ireland, September 27-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Content Area Reading; *Critical Reading; Elementary Secondary Education; Foreign Countries; *Reading Assignments; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Skills; Reading Strategies; *Teacher Behavior; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Direct Instruction; Ireland

A review of several classroom observation and survey studies of comprehension instruction, content area reading for homework, and aspects of reading assignments raises the question of whether enough is being done in Irish schools to develop critical reading competency. It appears from these studies that many students are being left to their own devices when it comes to dealing with aspects of the assigned texts, other than vocabulary instruction, and even that aspect of direct assistance may be suspect. The studies show that students are frequently required to read texts with only the direction to read certain pages in order to answer questions the next day. Reasons for the assigned reading and suggestions on how students should go about their reading are not often explained. (RBW)

ED 251 855 CS 208 711

Nugent, Susan Monroe; Nugent, Harold E.

Young Adult Literature: From Middle School to College.

PUB DATE- Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference (Providence, RI, October 25-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; Concept Formation; Elementary Secondary Education; English Instruction; Instructional Materials; Literary Genres; *Literature Appreciation; Reader Response; Reading Attitudes; Reading Material Selection; Teaching Methods; Thematic Approach; Writing (Composition)
IDENTIFIERS- Affective Response; *Journal Writing; Student Journals

Learning difficult literary concepts (such as point of view, symbolism, or internal monologue) while reading difficult and often unfamiliar content prematurely places too many demands upon middle school and high school students. Young adult literature allows students to address the demands of a new concept while reading more familiar content. One specific technique found beneficial when teaching new concepts is the double entry journal. This technique requires students to write affective responses to readings and to compare such entries with classmates. After discussion with peers and critical analysis of the literature in class discussion, students write a second journal entry synthesizing insights gained from discussion, analysis, readings, and writings. Literary concepts can be introduced during the class discussion. Because adolescent literature works are relatively short, they can be used to introduce students to the experiences of various minorities, to life in historical periods, and to different genres of adult literature. (A list of questions to consider when evaluating adolescent literature titles for classroom instruction and a list of suggested titles organized by literary elements, themes, and approaches are included.) (HTH)

ED 251 884 CS 504 793

Buzza, Bonnie Wilson

The Emergence of Meaning during the Occasion of Performance.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Interaction; Interpreters; *Oral Interpretation; *Performance Factors; Reading Comprehension; *Self Concept; *Speech Communication; Theater Arts; Theories
IDENTIFIERS- Decentering (Psychological); *Emergent Meaning; Mead (George Herbert); *Symbolic Interactionism

For those analyzing oral interpretation performance, the theory of Symbolic Interactionism can be used to explain two interrelated phenomena that occur during the performance: expanded understanding of the text (emergent meaning) and expanded understanding of oneself (development of the self-concept). George Herbert Mead, a founder of Symbolic Interactionism, felt that the full meaning of communication emerged in the act of communication itself, and that communication was significant when the speaker was affected in the same way as the listener. Meaning in communication emerged from the gesture initiating the act, the responding gesture, and the completed social act. Both the activities of emergent meaning and development of self-concept can be seen to occur during oral interpretation preparation and performance. For the reader, the first stage in the emergence of meaning occurs in textual analysis. The interpreter uses his or her ability to decenter in seeking the perspective of the speaker of the literature rather than relying on his or her personal point of view. The speaker in the literature becomes the significant other with whom the interpreter is first involved. In rehearsals the reader extends this experience into an interaction with a prospective audience, while in performance the emergence of meaning is completed with a real audience. That completes the conversation of gestures, and the real audience becomes the final significant other. Furthermore, for active rather than passive audiences, that same emergence of meaning comes about. They also experience the perspective of another and in so doing expand their own sense of self. (HOD)

ED 251 899 EA 016 611

Hendrickson, Robert M.
Higher Education.
PUB DATE- 83
NOTE- 33p.; Chapter 8 of: The Yearbook of School Law, 1983 (EA 016 603).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Collective Bargaining; *College Faculty; *College Students; *Court Litigation; Educational Administration; *Employment Practices; Equal Opportunities (Jobs); Government School Relationship; Higher Education; Legal Responsibility; *School Law; Student Financial Aid; *Student Rights

This chapter reports 1982 cases involving aspects of higher education. Interesting cases noted dealt with the federal government's authority to regulate state employees' retirement and raised the questions of whether Title IX covers employment, whether financial aid makes a college a program under Title IX, and whether sex segregated mortality tables used in retirement plans violate Title XII. A new question raised was whether the federal government has the authority to collect defaulted student loans. A review of cases involving intergovernmental relations precedes the chapter's longest section, which addresses employment questions including complaints of discrimination under various federal regulations and in hiring, complaints involving nontenured faculty, complaints from tenured faculty, and collective bargaining cases. Litigation in the area of students' rights includes cases involving admissions, nonresident tuition, financial aid, First Amendment issues, and dismissal procedures. Analyses of liability cases and an antitrust complaint conclude the chapter. (MJL)

ED 251 985 EA 017 402

Dishon, Dee; O'Leary, Pat Wilson

A Guidebook for Cooperative Learning: A Technique for Creating More Effective Schools.

REPORT NO.- ISBN-0-918452-58-9

PUB DATE- 84

NOTE- 137p.

AVAILABLE FROM- Publication Sales, Learning Publications, Inc., P.O. Box 1326, Holmes Beach, FL 33509 ($19.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)

DESCRIPTORS- *Discussion (Teaching Technique); Elementary Secondary Education; *Group Activities; Group Dynamics; *School Effectiveness; Teaching Guides

IDENTIFIERS- *Cooperative Learning

Educational research indicates that instruction is more effective when students work in cooperative learning groups, rather than in situations where competition and individualistic learning are emphasized. Specific steps are provided in this guide to help teachers acquire the skills needed for cooperative learning. The five principles that underlie successful cooperative learning experiences (distributed leadership, heterogeneous grouping, positive interdependence, social skill acquisition, and group autonomy) are outlined, illustrated, and then followed by a discussion of how to implement them. Teachers are led through steps to help change the model to fit their situations. Topics discussed include the teacher's role during group work and social skills processing. Eight appendixes provide worksheets, forms, suggested rewards, and seven sample lesson plans for different subjects and grade levels. (MLF)

ED 251 709 CE 040 382

Plummer, Nancy; Michael, Nancy, Ed.

Urinary Tract Infections.

Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 15p , For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Continuing Education; *Drug Therapy; Drug Use; *Inservice Education; Learning Activities; Medical Services; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- Urinary System; *Urinary Tract Infections

This module on urinary tract infections is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. The module goal and objectives are then provided. A brief discussion follows of urinary tract infections, including a diagram of the urinary system; medications used for treatment; and considerations and suggestions for resident care. This discussion is intended for use as a lecture or participant reading. Other contents include a drug chart and a worksheet, both of which are suitable for reproduction for use as handouts. (YLB)

ED 251 738 CG 017 866

Maddux, James E.; Barnes, Jo Ann
Cognitive Processes in Psychotherapy and Behavior Change: Self-Efficacy Expectancy, Outcome Expectancy, and Outcome Value.
PUB DATE- Aug 84
NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Cognitive Processes; Counseling Theories; Literature Reviews; *Psychotherapy; Research Needs; *Research Problems
IDENTIFIERS- *Expectancy Theory; Outcomes Expectancy; *Self Efficacy Theory

This paper reviews research on the relative utility of self-efficacy expectancy, outcome expectancy, and outcome value in explaining and predicting therapeutic behavior change. It proposes that these three cognitive mediators are basic factors in psychological and behavioral problems and in psychotherapy process, that they are logically independent, and can be manipulated independently in analogue research. A review of research on the relationships among these variables is presented, which revealed methodological problems that have resulted in misleading findings and inaccurate conclusions. Research is also reported that has attempted to rectify these methodological problems. The need for measures of self-efficacy expectancy, outcome expectancy, and outcome value which reflect their theoretical differentiation is stressed. (Author/JAC)

ED 251 752 CG 017 880

Aanstoos, Christopher M.
Foundations of Phenomenological Psychology.
PUB DATE- Mar 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Sciences; Experience; Interdisciplinary Approach; Natural Sciences; *Phenomenology; *Psychology; *Research Methodology
IDENTIFIERS- *Meaningfulness

Phenomenology, hermeneutics and experiential psychology form the backbone of an emerging paradigm within psychology known as human science. Human science's use of phenomenology provides a way to set aside the naturalistic presupposition and directly study the irreducible involvement of human existence within a meaningful world, as it is given in immediate experience. Traditional psychology's natural science basis leads to the occlusion of meaning. The genetic perspective holds that human involvement in the world is not related to any intrinsic meaning, but is determined by inherited instincts. According to physiological psychology, emotion is casued by changes occurring in the body. Behaviorist theory assumes psychological life is the effect of random associations of impinging stimuli. In cognitive psychology, processed bits of information have replaced stimuli as the efficient reality on which psychological reality is founded. For phenomenological psychology, the fundamental psychological reality is human being in-the-world. Phenomenological research aims to discover the significance of psychological phenomena by studying its occurrance in everyday experience. It does this by obtaining naive descriptions from subjects and explicating the essential structure of the experience. The term human science was selected to connote an umbrella-like unity across different disciplines as well as across technical diversities at the level of method. The unifying factor is the recognition that human existence needs to be approached on its own terms, rather than on conceptual foundations borrowed from natural science. (LLL)

ED 251 767 CG 017 896

Calicchia, John P.
The Reformulated Learned Helplessness Model of Depression---Revisited.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Depression (Psychology); *Helplessness; Models; Patients; Psychotherapy; Sex Differences

Investigations of the reformulated learned helplessness model of depression have produced conflicting results. To contrast the attributional responses of clinically depressed men and women, data were collected from 117 psychotherapy clinic outpatients. An expanded version of the Attribution Style Questionnaire was administered. Forty people similar in most of the covariates measured, except being currently in therapy, served as controls. Results showed that clinically depressed subjects reported more self-attributional replies than controls; however, some of them claimed more credit for success than responsibility for failure, a finding inconsistent with the model. Severely depressed subjects, as expected, assumed more personal responsibility for their negative life events, although the degree of responsibility did not correspond to degree of depression, suggesting the kind of depression rather than the degree may be more relevant to the model. Females more than males blamed themselves for negative life experiences, indicating that the respondents' sex more than degree of depression related to both the event and the extent to which self-attributional responses were made. (JAC)

ED 251 826 CS 007 886

Powell, Glen H.; Isaacson, Douglas

Effects of Text Structure on Children's Recall of Science Text.

PUB DATE- Sep 84
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; Cognitive Processes; Comparative Analysis; Content Area Reading; Grade 5; Intermediate Grades; *Language Processing; *Reading Comprehension; *Reading Research; *Recall (Psychology); Schemata (Cognition); Science Materials; Textbooks
IDENTIFIERS- *Text Learning; *Text Structure

A study was conducted to verify the findings of previous research showing that a difference in recall of superordinate and subordinate level concepts existed among various reading ability groups within the same grade of elementary school children. Instead of especially constructed passages used in the previous studies, the study used actual elementary school textbook materials. Subjects, 81 fifth grade students, identified as either above average, average, or below average readers, read a passage from a science text determined to be at the fifth grade reading level. The passage contained one superordinate concept, three coordinate concepts, and twenty-four subordinate concepts. After they had read the passages, the subjects wrote all they could recall about it, and these protocols were analyzed by two different raters. Results showed that above average and average readers had significantly greater recall of concepts at the coordinate and subordinate levels and had greater sensitivity to the coordinate concepts than did the below average students. The results (1) suggest that reading instruction should emphasize identification of supporting main ideas as well as the major idea and relevant details, and (2) reinforce both the need to teach outlining as a study skill and the use of syntactic weboing activities to help students identify relationships between ideas. (FL)

ED 251 869 CS 504 778

McCroskey, James C.; Payne, Steven K.
The Impact of Communication Apprehension on Student Retention and Success: A Preliminary Report.
PUB DATE- Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4. 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Freshmen; *Communication Apprehension; *Communication Research; Comparative Analysis; *Dropout Characteristics; Higher Education; Longitudinal Studies; Student Attitudes

In the first two years (1982-84) of a projected 5-year longitudinal study of communication apprehension and academic achievement, data were collected for 1,884 incoming college freshmen at West Virginia University. The Personal Report of Communication Apprehension was administered to the subjects during freshmen orientation. For each semester during the two years, the official grade point averages and retention/drop-out behavior of the students were analyzed. It was hypothesized that students with high communication apprehension would have lower grade point averages than those with lower apprehension, and that the drop-out rate among students with high communication apprehension would be higher than that among students with lower apprehension. The results of the analyses supported both hypotheses. High apprehensives were approximately 29% more likely to leave school before the end of their first semester and 37% more likely to leave in the first two years than were those with low apprehension. High communication apprehensives achieved lower grade-point averages and earned slightly fewer credits than did those with low apprehension, for each of the semesters studied. (HTH)

ED 251 912 EA 016 644

Instructional Climate for Success. The Best of ERIC on Educational Management Number 75.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 5p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Environment; Elementary Secondary Education; Expectation; Leadership Qualities; Literature Reviews; Microcomputers; *School Effectiveness; Teacher Morale; Teacher Student Relationship

IDENTIFIERS- School Culture

The 11 publications reviewed in this annotated bibliography were selected from the ERIC database as significant and useful information about aspects of the school environment--the instructional climate--that lead to school effectiveness. Among the topics discussed are teacher expectations, staff morale, student input, self-discipline, and leadership qualities. Two entries concern understanding the school culture, and another two offer systematic procedures for improving the school climate. A three-part school environment handbook takes the reader through the processes involved in environmental improvement. A paper from a computer conference explores how microcomputers can have a strong effect on instructional climate. (MLF)

ED 251 613 CE 039 984

Hata, David M.; Morris, Richard D.
Electronics Worksite Training Project. Final Report.
Portland Community Coll., Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Jun 84
NOTE- 39p.; For a related document, see CE 039 985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; Electricity; *Electronics; Electronic Technicians; *Extension Education; *Independent Study; Industrial Training; *Inplant Programs; Learning Modules; On the Job Training; *Pacing; Postsecondary Education; Program Development; Programed Instructional Materials; Program Effectiveness; Technical Education; Vocational Education
IDENTIFIERS- Open Entry Open Exit

The Oregon Electronics Worksite Training Program created a system for delivering vocational education and training to individuals employed within the electronics and manufacturing industry in the Portland metropolitan area. The approach selected by Portland Community College was to use interactive video instructional materials in a self-study, individualized, open-entry/open-exit format to provide the flexibility needed to accommodate a wide variety of work schedules and situations. Interactive-video instructional materials created by the College of San Mateo (California) were purchased for a direct current (dc) electronics course and were made available at an electron[illegible] worksite installed at the Intel Corporation. Seven students were active in the program during the initial evaluation period--from April to June of 1984. Most of these students made progress comparable to students who had used the software at the College of San Mateo. Recommendations were made for refining the program for the future, including the following: (1) increase the number of students enrolled (the worksite station could support 15 to 20 students); (2) establish an open-entry/open-exit format for admitting students; (3) establish attendance rules and strictly enforce them; (4) establish a waiting list of students for the program; (5) increase publicity about the course; (6) make the job of the instructor who interacts with the field site a regular, full-time job; and (7) hire a project director to manage and promote the program. Portland Community College intends to continue the Intel worksite training program, and to purchase additional courses; namely, alternating current (ac) electronics and semiconductors. (KC)

ED 251 640 CE 040 227

Green, Susan K.; And Others

Volunteer Motivation and Its Relationship to Satisfaction and Future Volunteering.

PUB DATE- Aug 84

NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Altruism; College Students; Higher Education; *Job Satisfaction; *Motivation; *Recruitment; *Rewards; Student Attitudes; *Student Volunteers

To examine the relationship between two types of motivation (altruistic and non-altruistic) and perception of the volunteer experience, 43 volunteer workers at St. Elizabeth's, a mental hospital, were surveyed. These student volunteers from Washington, D.C. area universities completed questionnaires at the beginning and end of their 10-week experience. The pretest assessed personal data, the importance of 10 motivation factors for encouraging students to volunteer, and recruitment strategies used to interest them. The posttest included evaluations of the orientation and volunteer program, motivation items from the pretest, discouragement and reasons for it, and assessment of the likelihood of future volunteering. Non-altruistic motives (e.g., useful experience for the future) were stronger than altruistic motives as indicators of positive overall evaluation, more future volunteering, less discouragement, and higher likelihood of recommending the experience to others. The most frequent and influential recruitment strategies were those that involved face-to-face contact between recruiter and prospective volunteer. Findings suggested that institutions might emphasize self-interest as well as altruism in volunteer recruitment strategies. (YLB)

ED 251 653 CE 040 257

Berkey, Arthur L.; Sutphin, H. Dean
Status and Importance/Support for Supervised Occupational Experience Programs (SOEP) as Perceived by New York Vocational Agriculture Teachers and Their Administrators.

PUB DATE- Dec 84
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Agricultural Education; Educational Needs; Educational Practices; Needs Assessment; *Program Effectiveness; Program Improvement; Secondary Education; Statewide Planning; *Supervised Farm Practice; Teacher Attitudes; Teacher Background; Teacher Characteristics; *Vocational Directors; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *New York

A study examined the status of agricultural supervised occupational experience programs (SOEP) in the state of New York and also the attitudes of agricultural teachers and their building administrators toward SOEP. Two separate survey instruments were used to gather data for the study--one survey was mailed to 333 secondary vocational agriculture teachers and a second survey was mailed to 210 administrators of the individual schools in which these teachers taught. Of those originally contacted, 202 instructors and 131 administrators completed and returned questionnaires. It was found that school administrators are supportive of SOEP although they are less supportive of practices calling for an outlay of expenditures. Although agriculture teachers perceived SOEP as important, they were less supportive of practices dealing with summarizing SOEP data and filing annual reports. A majority of the teachers surveyed lacked the experience of having conducted SOEP as part of their high school education and thus had to rely on pre- or inservice education and other experiences to provide them with the competencies needed to guide their students through SOEP. More than one-third of the teachers surveyed have not received any SOEP-related instruction for college credit. To improve the delivery of SOEP in the state of New York, the following are needed: more inservice education dealing with SOEP, development of written policies and guidelines for SOEP, implementation of standardized recordkeeping procedures for SOEP, and design of an evaluation procedure to monitor trends in SOEP in the State. (MN)

ED 251 667 CE 040 273

Allied Health Occupations II. Radiologic Technologist Aide Component. Student Learning Guide. Middletown Public Schools Curriculum Standards.

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

PUB DATE- 84

NOTE- 52p.; For related documents, see CE 040 275-281. Document contains very light type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; Anatomy; Behavioral Objectives; *Biomedical Equipment; Check Lists; Classroom Techniques; Communication Skills; Course Descriptions; Curriculum; Employment Qualifications; *Equipment Utilization; Ethics; *Medical Services; Physical Examinations; Physiology; Prerequisites; *Radiologic Technologists; *Radiology; Resources; School Districts; Secondary Education; Student Evaluation; Teamwork

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with a practical understanding of the work done by the radiologic team and to enable them to acquire some basic skills used in the X-ray department. Addressed in the individual units of the course are the following topics: the qualifications necessary for radiological technologists, anatomy and physiology, imagery equipment, specialized imagery equipment, radiographic examinations, the radiograph, and communication. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan and a list of lesson assignments. Concluding the volume are a sample training site plan and a sample student evaluation checklist. (MN)

ED 251 681 CE 040 304

Consumer's Resource Handbook.
Federal Deposit Insurance Corp., Washington, DC.; Office of Consumer Affairs, Washington, D.C.
PUB DATE- 84
NOTE- 108p.

AVAILABLE FROM- Consumer's Resource Handbook, Consumer Information Center, Pueblo, CO 81009.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agencies; Agency Role; Community Resources; *Consumer Economics; Consumer Education; *Consumer Protection; Disabilities; Educational Resources; Federal Government; Governmental Structure; Government Role; Local Government; *Merchandise Information; Money Management; Organizations (Groups); Public Agencies; Purchasing; Resources; Services; State Government; Voluntary Agencies

This handbook was designed to help persons avoid consumer problems, handle their own complaints if they occur, and guide them to additional sources of help if necessary. The book can also be helpful to complaint handlers when they attempt to direct consumers to the appropriate source of assistance. The guide contains three general sections. The introductory section explains how to use the handbook, how to get the most for the money being spent, how to avoid future problems, how to handle complaints, and how to write a complaint letter. In the second section, sources of help, with names, addresses, and telephone numbers, are listed. These sources include industry consumer programs, better business bureaus, media programs, state and local consumer offices, licensing boards, Federal agencies, small claims courts, legal aid services, private lawyers, private and voluntary consumer groups, and consumer credit counseling services. The third section of the guide, which makes up the bulk of the document, is a consumer assistance directory. Some of the sources that it provides include corporate consumer contacts, automobile manufacturers' corporate contacts, trade associations, consumer protection offices, state regulatory agencies, selected Federal agencies, Federal information centers, and services for handicapped persons. The book is indexed and has a detailed table of contents. (KC)

ED 251 695 CE 040 342

Taylor, Ronald D.

Neuropsychological Data Relating to Normative Cognitive Change in Adults: A Selective Review of Limiting Factors and Research Strategies.

PUB DATE- Feb 85

NOTE- 14p.; CommUniversity Lecture in Adult Development presented at Dickinson State College (Dickinson, ND, February 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adult Development; *Adult Learning; *Adults; *Aging (Individuals); *Cognitive Ability; *Cognitive Development; Cognitive Processes; Educational Gerontology; Educational Research; Literature Reviews; Research Methodology; Research Problems; *Statistical Bias

IDENTIFIERS- *Neuropsychology

A study selectively examined factors that have contributed to observed limitations of congruent data describing normative, developmental change in adult cognition. A preteritive design was used first to examine limiting factors, and secondly, to examine research strategies that could be used to provide necessary reforms of the data. Three factors were identified as being closely associated with the limited attention given by developmental neuropsychologists to normative cognitive change in adults. These were the newness and initial emphasis of the discipline, lack of interest in the topic, and preservation of the adult staticity paradigm. Of the three limitational factors, two--novelty and emphasis of neuropsychology as a discipline and level of interest--seemed to be self-correcting. The lingering issue of developmental staticity was the most enduring limiting factor identified. To combat the bias that the staticity versus change issue contributed to the literature, an amalgamated research design was recommended. Using such a design, a researcher could, from weight of the evidence arguments, extract and organize relational data statistics, using nomological analysis procedures. Subsequently, those relationships could be empirically tested via meta-analysis techniques to separate artifact effects from true independent and moderator variable effects. (YLB)

ED 251 723 CG 017 851

Gaeddert, William P.; And Others

Performance Standards and Domains of College Students' Personal Accomplishments.

PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *College Students; Higher Education; *Individual Differences; *Measurement Techniques; Performance; *Standards; Test Validity
IDENTIFIERS- Extrinsic Motivation; Intrinsic Motivation

A number of researchers have described individual differences in achievement goals and performance standards. To explore similarities and differences in these theories, and to provide an instrument to measure them, 273 female and 88 male college students responded to items designed to measure each of the dimensions defined by these theories. The instrument included a five-page Achievement Booklet and an eight-page Attitudes Booklet, comprised of 24 items of the Personal Attributes Questionnaire (PAQ) and the Work and Family Orientation Scale (WOFO). Factor analysis of the achievement orientation items revealed four factors: extrinsic standards, affiliative goals, intrinsic standards, and competitive goals. Correlations between responses on the achievement items and responses on PAQ and WOFO scores provided evidence for the convergent and divergent validity of the scales, e.g., the competitiveness goals scale was positively correlated with the PAQ-masculinity and WOFO-worker and WOFO-competitiveness scales; and the intrinsic standards scale was positively correlated with the PAQ-femininity scale. The findings indicate that the various theoretical dimensions of achievement can be interpreted by examining achievement goals and performance standards. (JAC)

ED 251 783 CG 017 914

Stoltenberg, Cal D.; McNeill, Brian W.
Source, Message, and Recipient Factors in Counseling and Psychotherapy.
PUB DATE- Aug 84
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Communication Research; Competence; *Counseling; *Counselor Client Relationship; Counselor Qualifications; Counselors; Cues; *Interpersonal Communication; Literature Reviews; *Persuasive Discourse; *Psychotherapy
IDENTIFIERS- *Elaboration Likelihood Model

This paper reviews recent social psychology studies on the influence of message characteristics, issue involvement, and the subject's cognitive response on perceptions of the communicator. The Elaboration Likelihood Model (ELM) is used as a framework to discuss various approaches to persuasion, particularly central and peripheral routes to attitude change. Effects associated with the ELM on cognitive responses and subsequent attitude change are described. The counseling literature is reviewed concerning the expertness component of counselor credibility, and its influence on client attitudes and behavior change. The role of verbal and nonverbal behavior cues and issue involvement in predicting the effectiveness of expert or nonexpert counselors is also discussed. Recipient factors, such as need for cognition, cognitive style, and field dependence/independence are considered. The need for an integration of research from social psychology and counseling in the area of interpersonal influence is discussed. Future directions for additional counseling research and practice are suggested, and the importance of being aware of message quality and client factors in counseling interventions is stressed. (JAC)

ED 251 798 CS 007 850

Christensen, K. Eleanor
A Guide to Individualizing Reading Readiness Activities for Reading Specialists, Clinicians, Teachers and Parents.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Conference of the New York State Reading Association (18th, Kiamesha Lake, NY, November 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Developmental Programs; *Developmental Stages; Early Childhood Education; Early Reading; Guidelines; *Individualized Instruction; Individualized Reading; Parent Role; Reading Diagnosis; *Reading Instruction; *Reading Readiness; Teacher Role

Useful for teachers and parents of children who are developmentally ready for a beginning reading program, this guide is intended to help plan activities differentiated according to children's readiness for reading and individualized according to their strengths and needs. The guide is also helpful for young children who are either early readers or high risks academically. After specific readiness areas (visual perception, visual motor perception, auditory perception and discrimination, language ability and verbal comprehension, and experiential and cognitive growth) have been assessed, the written guidelines can be used to initiate and reinforce activities appropriate to each child. The necessity of a range of readiness activities is explained and each area is defined. (Author/HTH)

ED 251 841 CS 208 693

Duvall-Flynn, Joan
Writing for Reading: Will Resistant Readers Teach Each Other? Classroom Research Study No. 7.
California Univ., Berkeley. School of Education.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
NOTE- 35p.; Prepared through National Writing Project. For a related document, see CS 208 683.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attitude Change; Case Studies; Educational Theories; Grade 5; Intermediate Grades; *Reading Improvement; *Remedial Reading; Self Esteem; Student Attitudes; *Teacher Role; Writing Difficulties; *Writing Improvement; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- National Writing Project; *Reading Writing Relationship; Theory Practice Relationship

This monograph presents the case study of four fifth grade boys involved in a writing program designed to teach reading skills and to address the following questions: (1) Are reading and writing really related in any practical sense? (2) What effects might humane, process-oriented writing instruction have on student achievement, self-esteem, and attitude to language? and (3) If students who receive such instruction do improve as writers, will they also improve as readers? The monograph reflects each boy's efforts to produce first, second, and further drafts to expand and clarify his original intent, and concludes with the teacher's discussion of the learning success of each student. (HOD)

ED 251 942 EA 017 341

Towards the Year 2000: Future Conditions and Strategic Options for the Support of Learning in Ontario.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

REPORT NO.- ISBN-0-7743-9789-6
PUB DATE- 84
NOTE- 95p.; Issued in French under the title "Vers l'an 2000."

AVAILABLE FROM- Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 ($3.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; *Educational Objectives; *Educational Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Government School Relationship; Planning Commissions; Postsecondary Education; Social Change
IDENTIFIERS- *Ontario

The Strategic Planning Task Group (SPTG) of Ontario was mandated to determine and recommend priorities that should be addressed within 5 to 20 years. Many aspects of the work of the SPTG for the past 4 years are consolidated in this report. The first two chapters of part 1 outline in broad terms some of the altered or altering circumstances that will affect Ontario's social and economic organization and education. Global conditions cited are: violence; disparity and inequality; geographic power shifts; increased need for learning, information and knowlege; and technology. Conditions and implications for education explored at the provincial level include demographic and cultural change, changing social institutions, and changing work roles. The third chapter describes those beliefs and attitudes that are currently affecting, and will continue to affect, Ontario education. Part II details the long-term implications springing from these conditions and beliefs that SPTG felt were significant in pointing towards new directions in education. These new directions are grouped under the following three headings: (1) learners and learning, (2) curriculum and teaching, and (3) service delivery and governance. A 62-item bibliography is appended. (MLF)

ED 251 957 EA 017 366

Walsh, Kevin; Cowles, Milly

Social Consciousness and Discipline.

PUB DATE- Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Boston, MA, April 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Elementary Education; *Moral Development; Sanctions; Self Control; *Social Cognition; *Social Development; *Socialization; Social Responsibility; *Student Behavior

The act of disciplining children cannot be based upon merely "putting a stop" to negative actions by means of reactionary techniques of control. If educators begin to consider discipline as a major aspect of the educational aim of socialization of children, significant contributions toward their moral and social development will take place. Socialization must be a major element in a total education for students. Discipline within this social education must be preventative as well as corrective and based on the Trinity of Discipline--structure, intervention, and consistency. It must guide children in the development of a social consciousness and not merely be seen as a means of repentant melancholy. Discipline must be a process constructed and enacted in harmony with moral educational theory, whereby children experience social consequences consistent with the next-higher moral stage in their development. Discipline as an aspect of the social life of the school must contribute to the cognitive moral development of children and not merely restrict or shape them, for social consciousness is a product conceived in thought and interaction rather than blind obedience. (Author/DCS)

ED 251 970 EA 017 381

Willis, Harriet Doss
School Improvement: Issues and Answers.
PUB DATE- Sep 84
NOTE- 13p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Improvement; *Educational Policy; *Educational Principles; Elementary Secondary Education; Government School Relationship; *Politics of Education; School Demography; School District Autonomy

This speech addresses school improvement issues from three perspectives. First, six shared assumptions from the recent studies and reports on the quality of American schooling are presented: (1) that the educational system must be immediately improved; (2) that quality and equity are inseparable; (3) that education is inextricably linked to larger social issues; (4) that the state, local, and federal government have important roles; (5) that schools, the private sector, and parents must work together; and (6) that control of the educational system should be decentralized. Following this, common recommendations are listed pertaining to curriculum, teachers, and management of schools. Next, views are presented on the positive influence that schools have had since 1950, including the increase in use of advanced placement tests, the increase in percentage graduating and going on to college, and the corresponding decrease in dropout rate, as well as the increase in minimum competency requirements. Change strategies in the areas of overall school improvement and academic learning time are summarized, and finally, a series of open-ended questions are posed for deliberation during the workshop. (TE)

ED 251 600 CE 039 687

Christian, Mary
Breaking through Barriers. Workers Who Are Disabled.
Brookdale Community Coll., Lincroft, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- ISBN-0-916855-00-7
PUB DATE- 84
NOTE- 57p.; For a related document, see CE 039 686.
AVAILABLE FROM- Career Services for the Handicapped, Brookdale Community College, Newman Springs Road, Lincroft, NJ 07738 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Biographies; *Blindness; Career Education; *Careers; Cerebral Palsy; Disabilities; Employment; *Employment Opportunities; Epilepsy; Females; *Hearing Impairments; Males; Neurological Impairments; *Physical Disabilities; Wheelchairs
These 12 profiles show the successes of workers with various handicaps who can serve as role models for people with disabilities and personalize knowledge for the non-disabled. Each profile begins with a brief remark by the individual on barriers and continues with his or her perspective on the work world and a discussion of his or her experiences and the set of barriers that needed to be broken. The individuals profiled are a dancer who is deaf, a counsellor at law with paraparisis, a printer with epilepsy, a student and office worker who has cerebral palsy, an auditor confined to a wheelchair with osteogenesis imperfecta, a boutique manager with epilepsy, a computer engineer who is blind, a social worker who is a paraplegic, a research neurochemist who is deaf, an actor/lecturer on crutches who was disabled by polio, a one-handed maintenance mechanic, and a teacher in a wheelchair. Both males and females are represented. A glossary of terms related to disabilities is appended. (YLB)

ED 251 627 CE 040 207

Magisos, Joel H.; And Others
Secondary Vocational Education and the National Studies.
American Vocational Association, Inc., Arlington, Va.
PUB DATE- Oct 84
NOTE- 45p.; Prepared by the Subcommittee on Secondary Vocational Education of the American Vocational Association Board of Directors.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th St., Arlington, VA 22201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Attitudes; Educational Benefits; *Educational Improvement; Educational Needs; *Educational Policy; Educational Practices; *Educational Quality; Educational Research; *National Surveys; Needs Assessment; Policy Formation; Position Papers; School Role; Secondary Education; Teaching Methods; *Vocational Education
IDENTIFIERS- Action for Excellence; Educating Americans for the 21st Century; Education for Tomorrows Jobs; *Excellence in Education; High School A Report on Secondary Educ in America; Nation at Risk (A); Paideia Proposal; Place Called School (A); Special Needs Students

This collection comprises five papers that were prepared in response to the recent series of national reports criticizing American secondary education. In "A General Overview," Joel H. Magisos uses previous analyses and syntheses of the recommendations contained in the group of national studies to draw implications for vocational education. Rosemary F. Kolke, in her paper entitled "Implications for Secondary Vocational Curricula," discusses vocational education in terms of its being a vehicle for the integration and application of basic skills, including technological literacy and career development. Some guiding principles and possible directions for providing vocational education for students with special needs are explored by L. Allen Phelps in his paper entitled "Implications for Special Population Students." In a paper entitled "Implications for Non-occupationally Specific Vocational Education," Michael J. Dyrenfurth addresses such issues as redefining vocational education, encouraging educational advocacy, interpreting technology, increasing interaction with mathematics and science professionals, encouraging inservice education, increasing rigor and expectations, and upgrading teacher education. Dora B. Johnson, in her paper "Implications for Learning and Instruction," focuses on learning styles, instructional content, the teaching process, and collaborative work experience. (MN)

ED 251 710 CE 040 383

Morris, Sara; Michael, Nancy, Ed.
Administering Eye Medications.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
PUB DATE- 83
NOTE- 14p.; For related documents, see ED 236 440 and CE 040 378-387.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Continuing Education; *Drug Therapy; Drug Use; *Eyes; *Inservice Education; Learning Activities; Medical Services; Medical Vocabulary; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Residential Care
IDENTIFIERS- Eye Infections; Glaucoma

This module on administering eye medications is intended for use in inservice or continuing education programs for persons who administer medications in long-term care facilities. Instructor information, including teaching suggestions, and a listing of recommended audiovisual materials and their sources appear first. A brief discussion follows of gross anatomy of the eye, proper technique for administering eye medications, and information about commonly used ophthalmic medications, their uses, actions, and interactions. This discussion is intended for use as a lecture or participant reading. Other contents include diagrams of eye medication administration and a medication chart, both of which are suitable for reproduction for use as handouts. (YLB)

ED 251 813 CS 007 872

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Aptitude; Annotated Bibliographies; College Students; *Compensatory Education; Doctoral Dissertations; Dyslexia; Elementary Secondary Education; Federal Programs; Higher Education; Learning Disabilities; Listening Comprehension; Nontraditional Students; Parent Role; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Strategies; *Remedial Reading; Self Concept; Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the effects of group counseling on junior high remedial readers' self-concepts; (2) dysnomia and its relationship to subtypes of reading disabilities; (3) the effects of the Special Emphasis Project on the reading achievement of elementary school students; (4) the effects of syntactic complexity on the listening and reading comprehension of language disordered children; (5) the relationship between resource program reading instruction and reading achievement for mildly handicapped students; (6) visual word cues, response times, and incorrect responses of unskilled readers on word recognition tasks; (7) the English and reading achievement of remedial and nonremedial college freshmen; (8) the effects of feedback on oral reading errors of learning disabled children; (9) the effects of a supplementary intervention training program on first grade students who lack segmentation ability; (10) the affective and cognitive components of good and poor readers; (11) strategies for identifying the main idea of expository passages; and (12) neuropsychological deficits and reading performance in dyslexia. (FL)

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 9p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Doctoral Dissertations; *Educational Research; Elementary Secondary Education; English Instruction; Language Arts; *Listening Comprehension; *Reading Comprehension; *Spelling; *Spelling Instruction; *Vocabulary Development; Writing Skills
IDENTIFIERS- Invented Spelling

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the effectiveness of a linguistically based and a nonlinguistically based spelling program on the spelling competency of elementary pupils; (2) the effectiveness of spelling activities on first and second grade students' spelling achievement; (3) the relationship between teaching behaviors and student achievement in learning to write essays about poetry; (4) the effect and value of letter names-as-phonics on the invented spelling ability of beginning first grade children; (5) the effects of a games approach for spelling instruction; (6) the effect of listening-reading transfer training on the listening and reading comprehension of fourth grade students; (7) the acquisition of word meaning from context by children of high and low vocabulary ability; (8) language arts in American middle schools from 1980 to 1983; (9) the effects of visual art experiences on spelling, reading, mathematical, and visual motor skills at the primary level; (10) the effects of differing vocabulary presentations on word meaning acquisition and reading comprehension; (11) spelling as a task-dependent ability; and (12) written spelling among students in grades four, eight, and twelve. (HOD)

ED 251 900 EA 016 620

Winsand, Jean

Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 82

NOTE- 143p.; For individual papers, see EA 016 621-629. For related documents, see EA 016 630-631.

GRANT- 778250

AVAILABLE FROM- Publications, School of Education, University of Pittsburgh, 5T 17 Forbes Quad, Pittsburgh, PA 15260 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Agents; Community Cooperation; Community Involvement; *Consultants; Consultation Programs; Curriculum; Declining Enrollment; Educational Assessment; Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; Guidance; Instruction; *Long Range Planning; Professional Services; Staff Development; *Technical Assistance

IDENTIFIERS- Knowledge Utilization; Long Range Planning for School Improvement PA; *Pennsylvania; PRISM Pittsburgh Model for Staff Development

This document gathers together nine papers prepared in conjunction with a series of four seminars, held from January through May 1982, on the Role of Technical Assistance in the Long Range Plan for School Improvement. The seminars included participants from higher education, intermediate units, and public school superintendents. The following papers are collected: (1) John A. DeFlaminis and Robert F. Nicely, Jr.'s "School Improvement in Pennsylvania--Curriculum and Instruction Issues for the Technical Assistant"; (2) Therese T. Walter's "Technical Assistance--Long Range Plan for School Improvement"; (3) Richard C. Wallace, Jr.'s "The Role of Staff Development in Long Range Planning for School Improvement"; (4) Ann Marshall's "PRISM--Pittsburgh's Research Based Instructional Supervisory Model for Staff Development"; (5) James Angevine's "Proposed Schenley High School Teacher Center"; (6) Charles J. Gorman's "Registration and School Improvement"; (7) Nicholas F. DeFigio and Michael J. Elsberry's "Community Involvement: The Role of the Technical Assistance Partner"; (8) James M. Burk's "Technical Assistance for School Improvement in a Declining Enrollment"; and (9) Evelyn M. Fisher's "A Knowledge Use

Perspective: Comments on a Conference." (JBM)

ED 251 927 EA 017 270

Salmon, Hanford A.
A Superintendent's Perspective of the Grievance Process.
PUB DATE- 83
NOTE- 16p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983), under the title, "How to Live with Grievance Procedures."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Arbitration; Board of Education Policy; Collective Bargaining; *Contracts; Elementary Secondary Education; *Grievance Procedures

Grievance procedures must be fast and fair to satisfy everyone and to disrupt the normal workflow as little as possible. The following factors help make for effective procedures: (1) binding arbitration, because it is orderly and unbiased; (2) contributions to contract language by the contract administrators; (3) absolute honesty about contract provisions during bargaining; (4) a negotiating committee that can agree on the meaning of contract language; (5) a "zipper clause" limiting grievances to matters covered in the contract; (6) avoidance of contract clauses permitting grievances based on violations of "past practice"; and (7) good faith among all parties. When grievances do occur, management should review the contract in the context of bargaining history. All grievances should be treated as though bound for arbitration, though management should avoid arbitration unless certain of winning or unless going public could prove harmful. Management should limit the scope of grievance and retain a lawyer specializing in education and labor law. The school board should not be involved in the grievance process. Management's sincere desire to be fair and responsive to employees will help limit grievances to legitimate concerns and reduce union use of the grievance procedure as a propaganda tool. (PGD)

ED 251 986 EA 017 405

Kimmelman, Paul
Connect Computer Education to Policies.

PUB DATE- Jan 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; Boards of Education; Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; *Computers; Computer Science Education; Computer Software; Curriculum Design; Educational Policy; Elementary Secondary Education; Equipment Standards; *Policy Formation; Programing

The computer phenomenon has made rapid inroads into school curricula, often without proper board guidance or approval. Accordingly, this pamphlet discusses why and how computer education should be provided in schools and sets forth guidelines for school board policy regarding computers. An umbrella policy is proposed, defining "computer literacy" in a manner that links the basic components of computer instruction: computer-assisted instruction, applications, programing, and social ethics. From such a policy, regulations can be derived that govern curricular emphases, required skills, and equal access for students. Related topics covered by the pamphlet include the effect of a computer education policy on other policy areas (e.g., instructional materials, staff development, purchasing, and program evaluation), its effect on the school budget, and the importance of flexibility in the policy framework. Purchasing tips and suggestions for software standards follow, and the pamphlet ends by emphasing the importance of retaining board control of computerization. (TE)

ED 251 739 CG 017 867

Thurer, Shari; Rogers, E. Sally

The Mental Health Needs of Physically Disabled Persons: Their Perspective.

Boston Univ., MA. Center for Rehabilitation Research and Training in Mental Health.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Mar 85

NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Mental Health Programs; Needs Assessment; *Physical Disabilities; *Psychological Needs; *Psychological Services; Quality of Life; Severe Disabilities

The physically disabled are at high risk for psychological problems, yet these issues are not adequately addressed in the professional literature. To assess disabled persons' perceptions of the types of problems they experience, and their need for psychological services, 145 severly disabled persons responded to mailed surveys. Subjects completed the Survey of Consumers which elicited information about their perception of the need for mental health services, including the extent and nature of need and the kinds of services needed or preferred (Part I), perceived barriers to the provision of such services (Part II) and satisfaction with services (Part III). Analysis of the results of Parts I and III indicated that 75% of the sample reported a substantial need for mental health services for the physically disabled. Perceived problem areas were fairly evenly distributed in the areas of personal/emotional, organic/biological, cognitive, perceptual, behavioral, social/interpersonal, marital/family, sexual, self-esteem, alcohol/drug use, vocational/career planning, and the use/development of leisure time. Nearly half the sample (45%) indicated that they had experienced psychiatric problems, although whether or not they had had a psychiatric problem was not related to whether they perceived physically disabled people in general as needing mental health services. The most conservative interpretation of the data suggests a significant need for mental health services for the physically disabled. (JAC)

ED 251 753 CG 017 881

Brown, William F.; Forristall-Brown, Dorothy Z.
Comparative Effectiveness of Study Skills Instruction with Computer-Presented and Print-Presented Materials.
PUB DATE- Mar 84
NOTE- 8p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Higher Education; *Intermode Differences; *Outcomes of Education; *Study Skills; Teaching Methods
IDENTIFIERS- *Printed Materials

The superiority of the evolving computer-based approach to learning has not been supported by systematic comparisons with other methods. The effectiveness and acceptability of computer-presented and print-presented materials, containing identical concepts and methods for improving study skills and academic attitudes, were compared in a sample of 421 college freshmen. All students completed the Survey of Study Habits and Attitudes (SSHA) on the first and last day of class. A rating scale was also administered to assess student opinions of the value of the courses. Results indicated that the computer and print approaches were equally effective in improving self-reported study habits and attitudes. Both approaches achieved significant gains. Student assessment of the acceptability of the two approaches also revealed no meaningful differences--both were rated very positively. While the results support the conclusion that computer-based learning is effective and acceptable, they do not support its superiority. (JAC)

ED 251 768 CG 017 897

Kobes, Keith J.; Lichtenberg, James W.

Topic Control as Relational Control and Its Effects on Counseling Outcome.

PUB DATE- 25 Aug 84

NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling Effectiveness; *Counselor Client Relationship; Counselors; Interaction Process Analysis; *Interpersonal Communication

IDENTIFIERS- Topic Changes; *Topic Control

Haley (1963) described the counseling relationship in terms of the patterns of communicative behavior exchanged by the interactants. To investigate Haley's assertion that successful counseling is characterized by the counselor's control of the definition of the counseling relationship as a complementary relationship in which the counselor is in a "one-up" position, an analysis of counselor-client transactions for Topic Control was conducted. Trained raters assessed 18 full case transcripts of actual counseling interviews. The same transcripts were also analyzed by trained raters for client change over the course of treatment. The results did not support the notion that across successful dyads counselors exhibit a greater measure of Topic Control than clients; nor did they support the hypothesis that across successful and unsuccessful counselors, successful counselors exhibit a greater measure of Topic Control. There was no support to show that across successful and unsuccessful clients, unsuccessful clients exhibit a greater measure of Topic Control. Finally, the results did not support the notion that across unsuccessful dyads, clients exhibit greater Topic Control than counselors. (Author/JAC)

ED 251 827 CS 007 887

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Doctoral Dissertations; Educational Assessment; *Educational Research; Elementary Secondary Education; English Instruction; Higher Education; Minimum Competency Testing; Miscue Analysis; *Program Evaluation; Reading Comprehension; Reading Research; Reading Tests; State Programs; Teacher Evaluation; *Test Construction; *Testing Problems; Test Reliability; *Test Validity; *Writing Evaluation

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the effectiveness of English placement examinations used at five junior colleges in California; (2) the direction and distance of context required by college undergraduate students to complete cloze cohesive reference items in passages presented by computer; (3) the influence of rater characteristics on composition evaluation practices; (4) the development of a test of content area reading; (5) the prediction of freshman composition grades at a community college; (6) the effectiveness of the Reading Miscue Inventory and the Reading Appraisal Guide in graduate reading programs; (7) the performance of above average and below average readers on a program-dependent mastery test; (8) the measurement of writing abilities in grades seven, eight, and nine; (9) speech act taxonomy as a tool for ethnographic description; (10) the development and evaluation of an instrument to assess sex stereotyping at the primary reading level, and its application to basal reading textbooks used in the Philadelphia (Pennsylvania) schools; and (11) statewide minimum competency tests in writing skills. (FL)

ED 251 870 CS 504 779

Mester, Cathy Sargent
Communications and Advertising: The Non-Aligned Disciplines.
PUB DATE- Dec 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Communication Skills; *Cultural Influences; Educational Objectives; Elementary Secondary Education; *English Instruction; Grammar; Higher Education; *Speech Communication; Spelling; Syntax

Limitations to the goals educators set for their students originate primarily from two sources: (1) students' individual abilities and attitudes, and (2) cultural influences that contradict or countermand instruction rather than reinforce it. These contradicting cultural influences are particularly evident in reference to the skills and knowledge teachers try to develop in oral and written communication. The fields of marketing and advertising are the sources of most of the negative influences that disrupt students' development of communication skills, with examples of incorrect grammar, syntax, and spelling reaching students through every medium. Speech communication and English teachers must begin to do some serious adapting of instructional approaches, including reforming educational goals, discussing with students the balance needed between accuracy and creativity in syntax, and directly confronting professionals in marketing and advertising regarding the issue of linguistic corruption for the sake of increased profit margins. (HTH)

ED 251 885 CS 504 796

Brownlee, Don
The Continuing Application of the Fighting Words Doctrine.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Court Doctrine; *Court Litigation; Definitions; Federal Legislation; *Freedom of Speech; *Language Usage; Laws; State Legislation
IDENTIFIERS- *Fighting Words Doctrine

The doctrine of "fighting words" was first articulated by the United States Supreme Court in 1942 in the case of Chaplinsky v. New Hampshire when it declared one classificaton of language as outside the bounds of constitutional guarantees. Since then the Court has continually redrawn the line defining which speech is constitutionally protected, narrowing the nature of fighting words in the process. At various times the Court has equated fighting words with language that inflicts injury, incites a breach of the peace, provokes retaliation or violent action, or is calculated to offend sensibilities. The Court has also found it necessary to consider other contextual factors, such as the cultural milieu and geographical location, in rendering its decisions concerning fighting words. The problem appears to be the vagueness of the doctrine. Given this vagueness, and the resulting inability of authorities to agree on where to draw the line, continuing revision of the doctrine seems inevitable. (RBW)

ED 251 913 EA 017 044

Williams, Clacy E.; Earthman, Glen I.
Variables Associated with Per Pupil Costs in Public School Buildings.
PUB DATE- Nov 83
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construction Programs; Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; Federal Aid; Fiscal Capacity; *Predictor Variables; *School Buildings; School Demography; School Districts; Space Utilization; State Aid
IDENTIFIERS- Better School Building Amendment (West Virginia); *West Virginia

Using data gathered from the West Virginia Education and Tax Departments, from school architects, from the State Building Trades Council, and from the United States Census Bureau, this study relates the per pupil cost of new school buildings in West Virginia to financial conditions, school district demography, and building characteristics. A total of 128 elementary, secondary, and vocational-technical school buildings constructed between 1974 and 1982 were investigated using multiple regression analysis. The 11 independent variables, drawn from facility planning and finance literature, included local fiscal effort, state and federal aid, school district enrollment, urban or rural location, space allocated to instruction, construction time, and building type. Surprisingly, only the district's assessed value and local effort, the amount of state funding, and the facility type significantly affected construction costs; the other variables, contrary to common assumptions, had little effect. The importance of fiscal variables implies that West Virginia schools are of unequal quality. Therefore, a state funding formula--using the variables found significant in this study--should be devised to fund needed school construction with equal local efforts. Meanwhile, researchers should further investigate the effects of space allocation and federal funding on construction costs. (MCG)

ED 251 614 CE 040 067

Pautler, Albert J., Jr.
Evaluation Hints for Vocational Teachers.
American Technical Society, Chicago, Ill.
REPORT NO.- ISBN-0-8269-4287-3
PUB DATE- 77
NOTE- 25p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Analysis; *Data Collection; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Followup Studies; Graduate Surveys; Guidelines; Participant Satisfaction; Program Effectiveness; *Program Evaluation; Questionnaires; Records (Forms); Secondary Education; Student Attitudes; Teacher Effectiveness; *Vocational Education

This booklet is designed to assist beginning and experienced teachers in public and private vocational education programs in evaluating the performance of present and past students as a means of gaining insight into the effectiveness of vocational programming and instruction. Discussed first are issues and procedures involved in process and product evaluation. The philosophy and objectives of vocational education are examined. Two vocational program evaluation forms are provided. Procedures for tabulating data obtained from the two forms are explained and a brief summary concludes the guide. (MN)

ED 251 682 CE 040 305

Rogers, Kay

Adapting Curriculum Materials for Microcomputer Use.

PUB DATE- 4 Dec 83
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software; Curriculum Development; *Guidelines; Instructional Materials; Material Development; *Microcomputers; Postsecondary Education; *Programed Instructional Materials; Programing; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Francis Tuttle Vo Tech Center OK

As microcomputers have become increasingly more economical to purchase, vocational teachers have found that they have the equipment but little courseware for vocational-technical education areas. To help solve this problem, the staff of the Francis Tuttle Vo-Tech Center (Oklahoma) decided to develop their own vocational software and established guidelines to insure the quality of curriculum materials developed for computer-assisted instruction (CAI) in vocational education. The Center first established that the following criteria must be met: support of teachers, service to many learners, frequency of delivery, multi-program use, stable instructional content, and the most appropriate and effective instructional method available. The Center established the following guidelines for development of software: (1) microcomputer use must be appropriate; (2) team development and review are needed; (3) development and acquisition should be coordinated by the computer curriculum specialist; (4) quality control measures must be taken; (5) standards for presentation must be followed; (6) originals must be secured (only copies used); (7) programs must be validated through pilot testing; (8) programs must be documented; (9) lessons are to be updated yearly only; (10) students must evaluate programs after each use; and (11) copyright laws must be followed. These guidelines are intended to ensure the best possible use of the microcomputer with limited resources. (KC)

ED 251 696 CE 040 345

Comings, John; Kahler, David
Peace Corps Literacy Handbook. Appropriate Technologies for Development. Manual M-21.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Oct 84
NOTE- 176p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Literacy; *Adult Programs; Case Studies; Curriculum Design; Curriculum Development; *Developing Nations; Educational Resources; Feasibility Studies; Guides; Instructional Materials; *Literacy Education; *Material Development; Media Adaptation; Nonformal Education; *Program Development; Program Evaluation; Program Implementation; Volunteers; Volunteer Training
This manual provides an introduction to literacy work for Peace Corps volunteers and other development workers in situations where the literacy work is a primary project or secondary activity. It presents information on planning and preparing for literacy work, offers guidance on program and material development, and suggests strategies for evaluating and improving programs. Chapter 1 introduces the topic. It looks at the history and value of literacy, levels of literacy, the difficulty of literacy, numeracy, and adult, nonformal, and literacy education. Chapter 2 discusses literacy work strategies--the Laubach method, the Freire method, and functional literacy, as well as literacy for women and children. Chapters 3 to 7 present a model for implementing a project. These steps are described: the feasibility study, planning and preparation, curriculum design, implementation and evaluation of instruction, and development or adaptation of instructional materials. Examples and samples are provided. Chapter 8 discusses activities and methods to create an environment supportive of literacy. Chapter 9 provides advice on where and how to look for resources. An annotated bibliography dealing with literacy methods and materials is included. In chapter 10 four case studies of literacy work done by Peace Corps volunteers illustrate common problems literacy workers face in implementing projects. (YLB)

ED 251 724 CG 017 852

Levitt, John L.; And Others
Achievement Place: The Teaching-Family Treatment Model in a Group-Home Setting. Reports of the National Juvenile Justice Assessment Centers.
Chicago Univ., Ill. School of Social Service Administration.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Nov 81
NOTE- 64p.; Prepared by the National Center for the Assessment of Alternatives to Juvenile Justice Processing.
GRANT- 77-JN-99-0002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Modification; Caseworker Approach; Change Strategies; Delinquency; *Group Homes; Interpersonal Competence; Models; Nontraditional Education; Program Evaluation; Secondary Education; *Youth Programs
IDENTIFIERS- *Achievement Place; Deinstitutionalization (of Delinquents); Juvenile Justice; *Teaching Family Model

This paper summarizes a diverse body of literature on Achievement Place, a community-based program for juveniles in group home settings. The program's Teaching-Family treatment model is described in detail as a base for presenting findings about its ability to change behaviors. Preliminary data from follow-up studies of attempts to extend the treatment method to other studies are also presented. The first section presents a brief overview of Achievement Place and the Teaching-Family model, together with a list of conclusions reached in a prior review. The details of the Teaching-Family model developed at Achievement Place are presented, including the point system, self-government system, and teaching parents. A second section presents some of the findings reported by researchers who have examined the program, its results and costs. The report concludes by raising certain questions future research on Achievement Place might pursue. (JAC)

ED 251 799 CS 007 852

Sjostrom, Barbara R.
An Application of a Functional View of Language to Teacher Preparation.
PUB DATE- 13 Apr 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; *Communication Skills; Discourse Analysis; Interpersonal Communication; Language Usage; *Preservice Teacher Education; Reading Instruction; *Student Teachers; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Videotape Recordings

Noting that while student teachers may be well versed in theories of instruction, they frequently lack a particular type of communication competence for the classroom, this paper describes a project for training teachers by using videotapes of teacher/student interaction during reading lessons. The first part of the paper describes the three phases of the project: (1) presenting actual videotaped reading lessons of teachers from several classrooms to illustrate the basic language concepts encompassed by interaction; (2) analyzing interaction through studying videotapes and transcripts of a select sample of key segments from the reading lessons, focusing on how teachers and students communicate during the instructional component of a lesson; and (3) discussing the results of the student teachers' sequence-by-sequence analysis. The second portion of the paper presents the questions used to frame the analysis of each sequence of one of the videotaped segments. (HTH)

ED 251 842 CS 208 695

Griffith, Marlene
Writing to Think. National Writing Project Occasional Paper No. 4.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 14p.; Prepared through National Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; Elementary Secondary Education; Expository Writing; Higher Education; Learning Theories; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- Bay Area Writing Project; Free Writing; *Theory Practice Relationship

Intended for writing teachers, from middle-elementary level through college, this booklet describes a teaching method that lets students write their own way into ideas, merging personal experience with intellectual thought in expository writing. The booklet first describes in greater detail the concept of writing to think as focused free writing--required but not graded or revised--that allows students to bring vague perceptions to a verbal level explicit enough for them to reconsider or extend. It then presents four examples, writing samples from two students who write easily and two who have difficulty, to illustrate different kinds of mindwork made possible by this kind of thinking on paper. Discussion of the examples focuses on the personal and intellectual qualities present in the writings. (HTH)

ED 251 943 EA 017 342

Rossman, Gretchen B.; And Others
Intentions and Impacts: A Comparison of Sources of Influence on Local School Systems.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 33p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Block Grants; Educational Policy; Elementary Secondary Education; *Federal Programs; *Government School Relationship; *Politics of Education; Program Implementation; School District Autonomy; School Supervision; School Support; State Agencies; State Aid; State Departments of Education; *State Federal Aid; *State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

This report is based on data collected in a 2-year study of the implementation of Chapter 2 of the Educational Consolidation and Improvement Act of 1981, which combined the funds from 28 federal programs into a single block grant. This study investigated the effects of the act on 12 school districts, in an effort to obtain a better general understanding of how school districts operate, to assess the significance of a specific federal policy for them, and to share this information with the state education agency (SEA) officials charged with administering Chapter 2. This final report argues that three fundamental processes link external policies, the community, and internal initiatives to school district operations: (1) rational-bureaucratic (direct supervision, monitoring, and standardization); (2) political (informal communication, delegation of authority, negotiation, and persuasion); and (3) economic (resource allocations, trade-offs, and consumer decisions). After describing the study's research methods, the paper examines local perceptions about several influences on their systems: federal policies, state legislation, demographic trends, the local community, and central office directives. Next, influence sources are compared according to the processes that link them with local operations. Finally, the paper describes contextual conditions that affect district responses to the influence attempts. (TE)

ED 251 971 EA 017 382

Hord, Shirley, M.
The Effects of Principal Styles on School Improvement.

PUB DATE- Sep 84
NOTE- 23p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Role; *Educational Change; *Educational Improvement; Elementary Secondary Education; Intervention; *Leadership Styles; *Principals; *Program Implementation; Teacher Administrator Relationship; Teacher Role

This speech describes ongoing research by the Research and Development Center for Teacher Education in Austin, Texas, on the role of the principal in the process of school improvement. Basic assumptions of the research are that change is a process, not an event, that change begins with individuals, and that it involves personal growth; hence, interventions must be related first to people, then to the innovation. Next, "stages of concern" are delineated: awareness, information, personal, management, consequence, collaboration, and refocusing. The current research focuses on interventions by the principal, which have been classified into "game plan components": developing supportive organizational arrangements, providing training, consultation and reinforcement, monitoring and evaluation, increasing external communication, and disseminating. Principals are classified, by leadership style, as either initiators, managers, or responders. The types are described and correlated with their roles as change facilitators. Handouts include a list of "game plan components," a description of change facilitating styles, a list of findings related to the roles of the "second change facilitator" in school improvement, and a list of primary references. (TE)

ED 251 784 CG 017 915

Weltman, Karen; And Others

Comprehensive Psychosocial Rehabilitation: A Community Based Treatment Approach for Discharged Psychiatric Patients.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; Daily Living Skills; *Deinstitutionalization (of Disabled); Patients; *Psychiatric Services; Recidivism; *Rehabilitation Programs; Social Adjustment
IDENTIFIERS- *Treatment Outcomes

The move toward deinstitutionalization of chronic psychiatric patients has been hampered by inadequate community-based rehabilitation programs. To investigate whether psychosocial rehabilitation promotes higher levels of functioning in discharged psychiatric patients, assessments of social adjustment, recidivism, and a non-traditional measure of client demoralization were administered to 102 clients in a community psychosocial rehabilitation program. Results confirmed that a comprehensive support system, which assumes primary responsibility for patient mental health care, maintains or enhances the level of functioning in former psychiatric patients. Results showed very low recidivism rates, improved or maintained social adjustment, and a significant decrease in reported demoralization. (JAC)

Magmer, Jeanne
Strike Planning: A Management Team Approach.
PUB DATE- 25 Apr 83
NOTE- 28p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Labor Relations; *Management Teams; Planning; Press Opinion; Public Opinion; *Public Relations; *School Community Relationship; *Teacher Strikes
IDENTIFIERS- *David Douglas School District OR

A strike by teachers in the David Douglas School District of suburban Portland, Oregon, in 1978 lasted only a week and was unsuccessful in obtaining contract concessions. This document describes how the district's administration, board, building principals, and public relations specialist cooperated as a team to limit the strike's effects. Key factors in the management team's strategy were careful planning in advance; thorough communication with the news media, parents and other community groups, and both striking and nonstriking staffers; and the maintenance of orderly operation of buildings and programs through effective utilization of temporary replacement personnel. The document provides basic checklists to use in identifying strike management team members and their roles, groups that will be affected by the strike, and critical information that must be communicated to various audiences. A timeline of the David Douglas team's handling of their strike is provided to suggest the kind of pattern of events that must be anticipated in adequate strike management planning. (PGD)

ED 251 987 EA 017 408

Clay, Katherine; And Others
Public School Foundations: Their Organization and Operation. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 222-00036; $12.00 for ERS subscribers, $24.00 for nonsubscribers).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Donors; Elementary Secondary Education; Financial Support; *Fund Raising; Institutional Advancement; Legal Responsibility; *Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; *Public Schools; School Business Relationship; School Community Relationship; School Funds; *School Support

Public school foundations are privately operated, nonprofit organizations established for the specific purpose of raising money for use by individual public school districts. This monograph examines the advantages and disadvantages of public school foundations, and describes the conditions necessary for such foundations to succeed. Chapter 1 defines public school foundations, traces their history, and discusses the relationship between foundations and the wealth of a school district. It also summarizes the pros and cons of foundations and discusses the basic requirements. Chapter 2 examines in detail the procedures for establishing a foundation, while chapter 3 covers legal requirements and tax regulations to which public school foundations must adhere. In chapter 4, interviews with officials of successful foundations are reported, and in chapter 5, types of fundraising are reviewed. The discussion is summarized in chapter 6. Two appendixes provide (1) examples of public school foundation documents, and (2) a timeline for establishing a foundation. The monograph is based primarily on California law, but most of the information is applicable to other states as well. (TE)

ED 252 003 EC 171 158

Carlson, Faith; And Others
Use of Delayed Auditory Feedback with Motorically Involved Children.
PUB DATE- Nov 83
NOTE- 6p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Cincinnati, OH, November 15-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cerebral Palsy; *Feedback; *Speech Improvement; *Speech Therapy
IDENTIFIERS- *Delayed Auditory Feedback

A seven-step procedure was developed to improve the intelligibility of children with significant motor problems (such as cerebral palsy). The procedure employs delayed auditory feedback to help the children control their rate of speaking to make it commensurate with their motor abilities. The procedure was pilot-tested with six children. Results revealed that the intensity as well as the time constraints imposed by the paradigm were not of significant benefit to the child. A revised format emphasized transfer of skills to situations outside the therapy room. At the close of therapy, two children were found to have improved their speech-sound productions. (CL)

ED 252 019 EC 171 176

George-Nichols, Nancy; And Others

Special Education Handbook for Secondary Significant Identifiable Emotional or Behavioral Disorders (SIEBD).

Denver Public Schools, Colo.
PUB DATE- 82
NOTE- 72p.; Prepared by the Department of Special Education. This guide was developed with a federal grant from Title VI B.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Coping; *Daily Living Skills; *Emotional Disturbances; *Humanistic Education; Intervention; Problem Solving; Secondary Education

The handbook was intended to help teachers of pupils with emotional and/or behavioral disorders teach daily living and coping skills. An initial section describes basic assessment and intervention strategies, noting the use of a social/emotional objectives checklist and a sample affective unit on living with fear. The checklist is presented with objectives listed for self-concept, self-esteem, social skills, work habits and organization, and problem solving and decisionmaking. Chapter 2 addresses surviving school outside the special education classroom, listing goals for appropriate mainstream behavior and extracurricula participation. Chapter 3 briefly examines decision making as a problem solving strategy. A discussion of role playing in the classroom is followed by a review of behavior management systems, including point systems, contracts, notebooks, and behavior tallies. A list of 28 resources concludes the document. (CL)

ED 252 035 EC 171 192

Hartley, Bruce Alan
Directed Positive Imagery as Reinforcement of Academic Behavior in Trainable Mentally Handicapped Students.
Florida Educational Research and Development Council, Inc., Ft. Myers.
PUB DATE- 83
NOTE- 70p.
AVAILABLE FROM- Florida Educational Research and Development Council, Inc., P.O. Box 506, Sanibel, FL 33957 ($3.00 individual copies; $10.00 subscription--4 issues; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Achievement Gains; Elementary Secondary Education; *Imagery; *Moderate Mental Retardation; *Positive Reinforcement; *Relaxation Training; *Severe Mental Retardation; Teaching Methods

The effects of directed positive imagery on performance by trainable mentally handicapped (TMH) students on a numeral naming task were explored. Ss were 43 TMH students ages 7-21 (IQ 33-54) having adequate auditory and visual acuities, and understandable speech. Between pretest and posttest, in which all Ss were required to identify and name numerals 1-20, two groups of Ss received either enhanced (elaborate) or unenhanced (abbreviated) reinforcer imagery treatments. A control group (N=14) received no imagery treatment. No significant differences in performance among the three groups were found. A review of the literature describes imagery development and research, discusses the use of imagery in overt and covert reinforcement techniques, and cites studies in covert positive reinforcement. Appendices include test instructions and texts of the reinforcer scripts. (JW)

ED 252 051 EC 171 308

van Dyck, Peter C.; And Others

Creating an Information Base for Program Collaboration. Workbook Series for Providing Services to Children with Handicaps and Their Families.

Georgetown Univ. Child Development Center, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- May 84

NOTE- 37p.; For related documents, see EC 171 305-307.

GRANT- DHHS-PHS-MCJ-113368-01-1

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Agency Cooperation; Community Programs; *Coordination; *Developmental Disabilities; Elementary Secondary Education; *Information Networks; *Information Services; *Program Development; State Programs

IDENTIFIERS- Utah

This publication describes Utah's Handicapped Child Data Project, an interagency effort to share information among agencies dealing with developmentally disabled persons and establish a central registry. Five action steps in such a venture are noted, including identifying potential sources of information on state and individual levels, decreasing the use of jargon, signing agreements of understanding, and implementing an automated central data system. Three stages of information exchange are described and component steps reviewed: gathering information about an individual child, establishing program to program or agency to agency communication, and building a statewide system. The efforts of the Handicapped Child Data Project are reviewed in terms of history, organization, policies, and sample data screens. (CL)

ED 252 066 FL 014 718

Fuhriman, Jay
When They Don't Speak English, How Do We Educate?
PUB DATE- May 83
NOTE- 9p.; Paper presented at the Annual Convention of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Classroom Techniques; *Educational Objectives; *Educational Strategies; English (Second Language); Second Language Instruction; *Teaching Methods

Bilingual education is a method, not a program, used by the teacher so that the student is receiving instruction in both English and the native language. All instruction is given with an appreciation for the cultural heritage of all children in American society. The purpose of bilingual education is to improve the child's English language skills so he or she is fluent and independent in the English language. Bilingual education is not the same as English as a second language (ESL). ESL is not a method, but a component of the total educational program. It is a course with specific content, like math or science, with concepts and skills to be learned. It is a false assumption that all immigrants successfully learn English, since it is not until the fourth or fifth generation that English is the dominant language. The schools must be allowed to do their job in assisting all non-English-proficient students to become proficient in the language of American Society and must be allowed to use sound methods and approaches. The assumption that the purpose of bilingual education is to allow children to not learn English is mistaken. The exclusive purpose of bilingual education is to help students learn English as rapidly and efficiently as possible and, at the same time, to ensure that they do not fall behind in other subjects while learning English. (Author/MSE)

ED 252 080 FL 014 745

Muller, Brigitte

Le Francais des Professions Scientifiques et Techniques (French for the Scientific and Technical Professions).

PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Teachers of French (Chicago, IL, November 16-18, 1984).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Agriculture; College Second Language Programs; Course Descriptions; Course Organization; Educational Objectives; *French; Higher Education; *Industry; *International Trade Vocabulary; *Languages for Special Purposes; Language Skills; Second Language Instruction; Technical Writing; Transportation
IDENTIFIERS- Eastern Michigan University

Two sequential courses in scientific and technical French developed as a supplement to third- and fourth-year college French, in response to expressed student and industry demand, had as their objectives to develop a general familiarity with products of the large French industrial companies and their United States affiliates and to develop means for communication with these companies. The first semester focuses on agribusiness, the automobile industry, and modes of transport (rapid transit, subway, airplanes, and space travel), and the second semester includes the glass industry and glass applications (insulation, lenses, optical fibers), energy sources (coal, gasoline, hydroelectric, nuclear, solar, and geothermal), and information sciences. All of the units are based on the same model: description of products, manufacturing processes, and in-depth study of two or more representative industry groups. (MSE)

ED 252 097 FL 014 793

Kreeft, Joy; And Others
Dialogue Writing: Analysis of Student-Teacher Interactive Writing in the Learning of English as a Second Language.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 435p.
CONTRACT- G-83-0030
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Dialogs (Language); *Diaries; Discourse Analysis; Elementary Education; *English (Second Language); Grade 6; Grammar; Language Patterns; *Language Usage; Limited English Speaking; Morphemes; Questioning Techniques; *Second Language Learning; Teacher Student Relationship; *Writing Processes
IDENTIFIERS- *Dialogue Journals

A study of the dialogue journal writing of six sixth grade students of English as a Second Language (ESL) examines the interaction with the teacher. The subjects had been in the United States for less than a year, and came from Korean, Vietnamese/Chinese, Burmese, and Italian language backgrounds. Data for the study were drawn from the students' dialogue journals and classroom observations and from interviews with the teacher and each student. The study is divided into three sections. In the first, dialogue journal interaction is placed within the classroom context, as a multilingual classroom management tool, and each student is profiled. The second section contains studies of the journal text, focusing on various aspects of discourse, including teacher strategies to promote student participation, teacher's questions, characteristics of the language input students receive in the teacher's entries, and patterns in the language functions used by the teacher and students. The third section documents the students' use of English grammatical morphemes, compares it with patterns found in previous studies of ESL morphology, and analyzes it across the ten months of writing in the journals. In addition, the linguistic factors influencing the use of the morphemes and the importance of individual learner strategies and language background in patterns of morpheme use are examined, and analytical issues are discussed. (MSE)

ED 252 111 HE 017 923

Tagliacozzo, Daisy M.

Conflict Avoidance and University Management.

PUB DATE- 84
NOTE- 29p.; Paper presented at the Joint Conference of the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Administrator Attitudes; Centralization; *Change Strategies; *College Administration; College Environment; *Conflict Resolution; *Decision Making; Higher Education; Organizational Change; Organizational Climate; Problem Solving; School Organization

The conditions that intensify conflict avoidance by the central administration in making strategic decisions, and the consequences of such avoidance for the management of college affairs, are discussed. The implication of an emerging decision-making style for adapting the organization to changing environments is also considered. Some of the conditions intensifying conflict avoidance are the problems of authority embedded in the history of an organization, in the nature of search processes, in characteristics of administrative careers, and in the problems that attend selective centralization of decision-making. It is suggested that many of the issues facing universities require new approaches. Such changes cannot be achieved without hierarchical support of strategic objectives, coordination of programs involving more than one department, and unambiguous delegation of authority, as well as flexible criteria for resource allocation. Overly cautious management centralizes selectively and delegates ambivalently. The positive functions of conflict should receive more emphasis, and experimentation and risk-taking should be encouraged. (SW)

ED 252 125 HE 017 954

Gray, Shirley
Putting Our Minds Together: New Directions for Michigan Higher Education. Final Report.
Governor's Commission on the Future of Higher Education in Michigan, Lansing.
PUB DATE- Dec 84
NOTE- 78p.; For related documents, see HE 017 955, ED 243 376, and ED 247 869.
AVAILABLE FROM- Commission on the Future of Higher Education, North Ottawa Building, Box 30026, Lansing, MI 48909.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Advisory Committees; *Change Strategies; College Administration; *College Planning; College Role; Economic Factors; Educational Quality; *Higher Education; Master Plans; School Business Relationship; *Statewide Planning
IDENTIFIERS- *Blue Ribbon Commissions; *Michigan

Recommendations of the Governor's Commission on the Future of Higher Education in Michigan are presented in this final report. The recommendations focus on: investing in people, focusing priorities, supporting economic progress, and creating a partnership for action. Specific concerns include: stabilizing tuition and expanding aid to students, promoting educational opportunities, adopting minimum college admission standards, defining the instructional core, attracting and retaining faculty, updating instructional equipment and resources, identifying college roles and missions, developing a higher education database, adopting policy-based funding formulas, improving program review and approval, targeting capital expenditures, promoting program efficiency, strengthening institutional leadership, supporting excellence in research and development, moving expertise and innovations to the marketplace, responding to a changing workplace, assuming strong leadership in all sectors, and adjusting appropriations through increases and reductions. The executive order establishing the Governor's Commission is included, along with biographies for commission members and staff, and a list of the 25 background papers referred to in the report. (SW)

ED 252 139 HE 017 977

Person, Oswell
Higher Education for Black Americans: History and Development.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Colleges; *Black Students; *College Desegregation; *Court Litigation; *Educational History; Higher Education; *Philanthropic Foundations; Private Financial Support

Higher education for blacks in the United States is reviewed with attention to historical developments, college desegregation, and the role of philanthropic organizations. Two early, private universities in the North that were designed to provide higher learning for blacks were Lincoln University in Pennsylvania (1854) and Wilberforce University in Ohio (1856). Although the evidence shows that educational opportunity was available, it was generally not baccalaureate education as it is known today; some blacks were trained through apprenticeships and for teaching. Prior to the Civil War, it was illegal to teach blacks. A chart of 39 historically black four-year institutions founded between 1865 and 1880 provides founding dates and information on location, support/control, and regional accreditation. Similar information is provided on 28 historically black colleges (HBCs) founded between 1881 and 1896, as well as 15 HBCs founded between 1897 and 1953. Contradictions and traditions of the courts and the American higher education system regarding segregation are also addressed. Finally, consideration is given to funds provided for education, including those established to aid black public higher education, and funds to advance education and support equal educational opportunity in the South. (SW)

ED 252 153 HE 018 013

Halstead, D. Kent, Ed.
Higher Education: A Bibliographic Handbook. Volume I.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 778p.; For Volume II, see ED 238 307.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Annotated Bibliographies; *College Administration; *College Role; *College Students; Comparative Education; Demography; Educational Economics; *Educational Finance; Educational History; Educational Opportunities; Educational Philosophy; *Education Work Relationship; Governance; *Higher Education; Private Colleges; Productivity; Public Policy; Research; Resource Allocation; Student Characteristics; Student Financial Aid

A bibliography of readings in higher education, which covers 1968-1981, deals with subjects generally approached from an aggregate state or national perspective. For each publication, the following bibliographic information is provided: title, author(s), publisher, and number of pages, and abstracts. Subject and author indexes are included. The topical areas and the associate editors who provide an introductory description of their topics and an outline of subtopics are as follows: comparative national systems (Burton R. Clark), demography (Stephen P. Dresch), economics (Stephen A. Hoenack), educational opportunity (K. Patricia Cross), finance (David W. Breneman), governance and coordination (John K. Folger), history (Frederick Rudolph), independent higher education (Virginia Ann Hodgkinson), institutional role and mission (John D. Millett), quantitative approaches to management (Ben Lawrence), philosophy (Kenneth D. Benne), policy and general reference (Kent Halstead), productivity and cost-benefit analysis (Wayne R. Kirschling), research and research administration (Frederick E. Balderston), resource allocation and budgeting (Richard J. Meisinger, Jr.), student characteristics and development (Alexander W. Astin), student financial assistance (Lawrence E. Gladieux), and work and education (Lewis C. Solmon). (SW)

ED 252 167 HE 018 042

Myers, Carmel
Promises to Keep, Indeed, and Miles to Go Before We Sleep.
California Univ., San Diego. Office of Academic Support and Instructional Services.
PUB DATE- Apr 84
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23, 1984). For related document see ED 230 087.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *College Preparation; College School Cooperation; *College Students; Community Colleges; Educational Policy; Higher Education; Position Papers; *Remedial Programs; *State Boards of Education; *State Colleges
IDENTIFIERS- *California Postsecondary Education Commission; *University of California

The recommendation of the California Postsecondary Education Commission (CPEC) to reduce remedial activities is considered, along with arguments against reducing activities. In addition, the University of California's (UC) response to the recommendation is reviewed. CPEC's recommendation, which was first publicized in its 1983 report, "Promises to Keep," had the goal of ultimately reducing the need for remedial offerings. UC argued that there is a continuing need for remedial courses and activities and that it would be educationally irresponsible to force a reduction in remedial instruction on its campuses in the near future. Instead, UC should develop a plan to provide the instruction and academic support services necessary to students admitted to the university. It should also assess community college instruction, which might be an alternative to UC providing remedial instruction for UC students. Thirdly, UC should provide leadership to assist the secondary schools to improve the preparation of students. Concerns regarding teaching, instructional time and materials, and the idea that the community colleges can help solve the problem of underprepared students are addressed. Ten recommendations of the CPEC report are also identified. (SW)

ED 252 181 IR 011 441

Metrowich, T. P.; And Others
Computers in Education; a Selection of Articles.

PUB DATE- Jan 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computers; Elementary Education; Foreign Countries; Higher Education; *Mathematics Instruction; *Science Instruction
IDENTIFIERS- Computer Uses in Education; PLATO; *South Africa

Computer applications in South African schools are described in this five-paper collection of journal articles, which covers a range of projects from primary school and university elementary arithmetic to more sophisticated applications in physics, chemistry, and biochemistry. "Implementation of a System of Computer-Assisted Instruction in Arithmetic in Black Primary Schools in South Africa" (T. P. Metrowich and J. J. D. Roux) discusses the implementation of the TOAM system (a Hebrew acronym for test and practice) at five primary schools. In "Computer-Assisted Learning in the Primary School: A South African Example," P. Waker describes microcomputer use at the Sea Point Boys' Primary School in remedial spelling and enrichment programs. "Microcomputers, Conceptual Change and the Design of Science Instruction: Examples from Kinematics and Dynamics" (Peter W. Hewson) explores use of the microcomputer to address students' alternative conceptions of physical phenomena through diagnostic and remedial programs. The role of the computer in education is addressed by J. D. Bradley, G. Brink, and L. Glasser in "CAI: A Report to the Academy." In "Computer-Managed Instruction on the PLATO System," G. R. Delpierre explains use of the PLATO Learning Management System at the University of the Western Cape. All papers list references. (LMM)

ED 252 197 IR 011 459

Capalbo, William N.
A Microcomputer Software Guide for Special Educators.
Rhode Island Coll., Providence. Dept. of Special Education.
PUB DATE- Jan 84
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Consumer Education; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Health Education; Language Arts; Mathematics Instruction; *Microcomputers; Reading Instruction; Science Instruction; Social Studies; Vocational Education
IDENTIFIERS- Apple (Computer); *Software Evaluation; Software Reviews; *Special Needs Students

Designed to provide information to special educators on software that is available for special-needs students and to serve as a reference source for regular educators and administrators, this bibliography is divided into eight areas: reading and language arts; learning skills; mathematics; consumer education; occupational and vocational education; science, health, and safety; social studies; and miscellaneous. Software for Apple computers and the previewing policies of publishers are emphasized. Each area lists materials alphabetically by publishers' name(s) and annotations include name of material, publisher/distributor, area, grade level, description of material, price estimate, system requirements, previewing/return policy of publisher, and alternate computer compatability. A list of materials in the bibliography that are available at Rhode Island College is included, as well as information on local previewing via UNICOM. Appendices comprise software evaluation resources, guides, and model evaluation instruments, and an alphabetical listing of publishers/distributors and their addresses. (LMM)

ED 252 211 IR 050 948

Eckert, Sharon Stine
The Pluralism of Rural: A Survey of Reference Service in Iowa Public Libraries Serving a Population of Less Than 2,500.
PUB DATE- Jul 84
NOTE- 91p.; Certificate of Advanced Study Project Report, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Library Personnel; Library Surveys; *Participant Characteristics; *Public Libraries; *Reference Services; *Rural Areas; Staff Utilization; Tables (Data)
IDENTIFIERS- *Iowa

A survey of 200 Iowa rural public libraries serving a population of less than 2,500 was conducted in 1984 to determine reference service characteristics. A total of 137 libraries responded to a survey modeled after a questionnaire developed by Bernard Vavrek for a 1981 nationwide survey. It was found that the number of full-time staff members was less than one-half the number of volunteers, and less than one-fourth the number of part-time staff members. The highest level of training achieved by 50% of all staff members reported was a high school diploma. The data showed that hours of service and annual budget increased proportionately to an increase in population served. Less than half of the libraries reportedly kept records on the total number of questions asked. It was found that a weekly average of 68.96 questions were made up of 64.1% reference questions and 35.9% directional. The subject categories of questions reported as most frequently asked did not correspond to those categories reported as most difficult to answer. Respondents indicated that additional reference materials, additional reference training, and additional hours of service would contribute most to improving reference service. A semple questionnaire, glossary, 32 tables containing cross analyses of data collected, and a 66-item bibliography are provided. (Author/THC)

Short, Paula M.
The School Library Media Program's Impact on the Goals of Education: Retooling the Message.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Educational Media; Elementary Secondary Education; *Learning Resources Centers; *Library Role; *Media Specialists; *Outcomes of Education; Position Papers; Resource Allocation; *School Libraries
IDENTIFIERS- Excellence in Education

This paper looks at how the goals for school library media programs are aligned with the goals of education in general and what this alignment means in terms of the allocation of resources. Citing the 1983 report, "A Nation at Risk," it argues that there may be a disparity between the actual value of the school library media program and its perceived value by people outside the library profession. The implications of this dilemma are pointed out and an evaluation study conducted in a rural school system in North Carolina is detailed to illustrate the points made. Twenty fourth-grade students were randomly selected from each of four schools (as determined by school administrative staff and ranked according to their compliance with school library media program guidelines); two of the schools had the highest ranked media programs and two schools had the lowest ranked programs. Standardized achievement test data in the areas of reference skills and reading were then gathered for each student and T-tests were conducted to test hypotheses of group differences. Students in schools with good library media programs scored significantly higher on both reference and reading skills, suggesting that the quality of the library media program may be related to student achievement. Statistical results of the study and a 10-item bibliography are included. (THC)

ED 252 240 IR 050 982

Council on Library Resources, Inc. Twenty-Eighth Annual Report/1984.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 84
NOTE- 61p.; For an earlier report, see ED 243 477.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; Expenditures; Grants; *Library Administration; *Library Cooperation; Library Education; *Library Materials; Library Personnel; *Library Services; *Online Systems; Preservation; Professional Training; Research Libraries; Resource Allocation
IDENTIFIERS- Bibliographic Services; *Council on Library Resources; Sponsored Research

Highlights of the Council on Library Resources' (CLR) 28th year and descriptions of active projects are included in the body of this report. Preliminary materials include lists of members of the council and of the board of directors, council committees and officers, and council staff and consultants, as well as a memorial to Louis Booker Wright, vice chairman to the CLR throughout its first 27 years of existence. A review of the primary areas of activity during 1983-1984 comprises sections on: library resources, preservation, and access; bibliographic services; management; professional education and training; and special programs. Additional materials include lists of program committees, task forces, and project participants; publications resulting from CLR-supported programs and fellowships; grants and contracts active in fiscal 1984; opinion of independent accountants and financial statements; and program guidelines and grant application procedures. (THC)

ED 252 255 JC 850 015

Rounds, Jeanine C.; Andersen, Dan
Assessment Procedures: What Works and What Needs Improvement in California Community Colleges?
PUB DATE- 19 Dec 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Counseling Services; Educational Assessment; Educational Diagnosis; Educational Research; *Program Effectiveness; *Program Improvement; Research Needs; School Orientation; State Surveys; *Student Evaluation; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *California

In winter 1982-83, a survey of California's community colleges was conducted to determine which assessment activities were considered most effective and to identify areas needing improvement. Responses were received from 99 of the 106 colleges in the system. Study findings included the following: (1) assessment procedures, counseling procedures, placement procedures, and research were felt to represent the best aspects of college entrance programs; (2) the quality of service to students, interaction between students and staff, and professional interaction were also highlighted as program strengths; (3) when asked to identify the most needed changes in assessment practices at their own colleges, the majority of the respondents focused on areas related to technical needs, expansion needs, the need for increased control over assessment and placement, and questions of testing philosophy; (4) respondents tended to have reservations about the testing instruments used and the lack of organized research to validate their programs; and (5) respondents recognized the need to evaluate cut-off scores used, to conduct follow-up and retention studies, and to analyze services to high-risk students. The study report includes sample respondent comments. (LAL)

ED 252 269 JC 850 055

Wallin, Desna L.
Faculty Development Activities in the Illinois Community College System.
Lincoln Land Community Coll., Springfield, Ill.

PUB DATE- 82
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Evaluation Methods; *Faculty Development; Inservice Teacher Education; *Instructional Improvement; Program Effectiveness; *Program Evaluation; State Surveys; Two Year Colleges
IDENTIFIERS- *Illinois

A study of faculty development activities in the community colleges in Illinois was conducted to determine what faculty development activities were being conducted; to determine whether orientation activities were felt to improve instruction; to compare the effectiveness of on-campus, inservice activities and off-campus, professional activities; to contrast the usefulness of group and individual activities; and to identify methods used to evaluate faculty development activities. Questionnaires were mailed to the chief academic officer at each of the 52 community colleges in the state. Study findings, based on a 75% response rate, included the following: (1) 94% of the colleges held an orientation activity for new contractual faculty, 89% provided orientation for part-time faculty, 100% conducted inservice activities, 92% provided some degree of funding for attendance at professional meetings, and 86% offered sabbatical leaves; (2) the majority of the respondents perceived orientation activities to be useful for the improvement of instruction, though orientation for part-time faculty was not perceived as positively as that for full-time faculty; (3) professional activities were perceived as being somewhat more useful than traditional inservice activities for the improvement of instruction; (4) with some qualifications, group activities were considered more useful than individual activities; and (5) evaluation efforts were found to be sporadic and somewhat unsophisticated. (LAL)

Better Federal Program Administration Can Contribute to Improving State Foster Care Programs.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/HRD-84-2
PUB DATE- 10 Aug 84
NOTE- 93p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies of an individual report are free of charge. Additional copies require a fee).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption; Eligibility; *Federal Legislation; Federal State Relationship; *Foster Care; Guidelines; Incentive Grants; *Program Evaluation; State Federal Aid; *State Programs
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980; Colorado; *Department of Health and Human Services; Maine; Maryland; South Carolina; Tennessee; Utah; Virginia

The Adoption Assistance and Child Welfare Act of 1980 provides for annual federal incentive payments to states if they improve foster care programs by (1) avoiding unnecessary removal of children from their homes; (2) preventing extended stays in foster care; and (3) reunifying children with their families or placing them for adoption. To be eligible for funds, states must conduct an inventory of all children in foster care, operate a statewide information system on each child, and have a case review system that meets certain requirements. This report from the Government Accounting Office (GAO) discusses the guidance the Department of Health and Human Services (HHS) has given to states and reports how HHS has determined whether states have complied with requirements. Besides obtaining information from HHS, in 1982 the GAO investigated implementation of the Act in seven states. The GAO concluded that confusion as to state eligibility for funds occurred because HHS reglected to provide specific guidelines for interpreting the law and because it failed to require implementation of all the Act's requirements. The GAO recommends that HHS revise the program regulations and undertake new compliance reviews. Appendices include results of the GAO review of seven states' implementation of the Act and letters from four of the seven states and from HHS commenting on the preliminary version of this report. (CB)

ED 252 296 PS 014 809

Roberts, Lynda S.
Movement.
PUB DATE- Dec 80
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Adults; Annotated Bibliographies; *Child Development; Children; Early Childhood Education; Elementary Education; Infants; *Movement Education; Physical Education; Remedial Programs
IDENTIFIERS- *Life Span Development

This document summarizes 20 articles and books which stress the importance of movement in the overall development of the human species. Each summary ranges in length from 100 to 200 words and often includes direct quotations. A wide range of movement activities suitable for people of all ages (from infants to adults) are discussed. Many summaries also provide explanations of the activities' importance for both child and adult development. Specific topics are (1) materials and inservice training for elementary and early childhood teachers to implement movement education programs; (2) the relationship between large motor skills and learning to read; (3) remediation programs which use movement activities for adult prisoners and for children; (4) providing an environment and activities to encourage physical movement in infants; and (5) using movement to music, imitation of emotions, and dance to teach children motor skills, make them sensitive to their own and others' emotions, and encourage creativity. It is hoped that the literature on movement will influence educators to integrate physical education into all areas of teaching. (CB)

ED 252 311 PS 014 836

Sumrak, Sherry M.
An Annotated Bibliography of the Literature Dealing with the Effect of Divorce on School Age Children and How Schools Can Meet Their Needs.
PUB DATE- Apr 84
NOTE- 54p.; For related documents, see ED 201 623 and ED 233 808.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; Annotated Bibliographies; *Children; Definitions; *Divorce; Elementary Secondary Education; *Emotional Response; Family Structure; *Helping Relationship; Literature Reviews; Parent Materials; Principals; Psychological Patterns; Resource Materials; School Counselors; *School Personnel; School Psychologists; Social Support Groups; Teachers

Children involved in divorce often display behavioral and academic changes in the educational enviornment. This study aims to make school personnel more aware of some of the pressures facing children of divorce in order to enable school staff to help alleviate these pressures. Statistics are presented on the numbers of children affected by divorce in the U.S. Next, 39 research articles on divorce are annotated. These are organized under the following topics: the various phases of divorce; the structure of families; mediating factors which influence children's attitudinal reactions and behavior; recommendations for teachers and principals who must deal with children affected by divorce; and recommendations for school psychologists and guidance counselors. The findings of these studies are summarized in a comprehensive discussion of the issues, and recommendations are made for ways in which various school personnel can assist children adversely affected by divorce. Finally, a list of organizations and publications is presented to help families in the process of divorce. This list includes 22 books for adults and 30 books for children (specified by age). A glossary of terms used in the literature on divorce is included. (CB)

ED 252 326 RC 014 810

Schultz, James Willard; Reyhner, Jon Allan, Ed.
Famine Winter.
Heart Butte School District #1, MT.; Montana Council for Indian Education, Billings.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 28p.; Story as told by Red Eagle. Edited and reprinted by permission of the Museum of the Rockies, Montana State University. For related documents, see ED 245 860-862.
GRANT- G008103248
AVAILABLE FROM- Council for Indian Education, Box 31215, Billings, MT 59107 ($1.00 softbound).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Literature; *American Indians; *Cultural Background; Cultural Influences; Elementary Secondary Education; Relevance (Education); *Supplementary Reading Materials
IDENTIFIERS- *Blackfeet (Tribe); Relevance (Cultural); Survival

Written for the students at Heart Butte School on the Blackfeet Reservation, the booklet tells a story about Old Sun, a Blackfeet medicine man, and how terribly unkind the country of the far north can be. Old Sun had a dream of a bear with long, soft fur and white as snow. He was advised by his secret helper to get the bear's skin for a sacrifice to the sun. After questioning the Cree for the best route to the north country, Old Sun was determined to start in the spring. Spring came and Old Sun and his family began their trip north. The family had plenty to eat and traveled far. Soon the weather began to turn cold and the land more desolate. Old Sun and his son, Two Bows, looked for the white bears and found none. After traveling 124 days, Old Sun and his family decided to start toward home. Old Sun had a dream that warned him that great misfortune would befall his family. The cold weather made food and shelter scarce. Old Sun, his wife and Two Bows eventually sacrificed their lives to save the life of Old Sun's grandson, Otter. Otter and his mother eventually came to the Crees' camp and were saved. (ERB)

ED 252 339 RC 015 092

Wilson, Alfred P.; Heim, John M.

Principal Turnover by Kansas Rural School Administrators from 1978-1984.

SPONS. AGENCY- Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Rural and Small School Conference (6th, Manhattan, KS, October 29-30, 1984). For related document, see RC 015 091.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Elementary Secondary Education; Longitudinal Studies; *Principals; *Rural Schools; Small Schools; *Trend Analysis
IDENTIFIERS- *Kansas

Data from Kansas' 265 rural school districts from 1978-1979 through 1983-1984 revealed that there were 928 principal turnovers during that period. There were 931 possible principalships: 286 high school principals and 36 assistant principals; 72 middle school principals; and 537 elementary school principals. Total principal changes reached a high in 1979-1980 when there were 189 changes; a low of 108 was recorded for 1982-1983. Average turnover within groups ranged from 5.82 changes per year for high school assistant principals to 78.83 changes for elementary school principals. Change as a percent of total change ranged from 15% for elementary school principals to 20% for high school principals. Many districts experienced no change in at least one principal category, while overall they experienced a large amount of change, especially from 1981-1984. Several conditions may influence position change in rural school systems--the economy, decreasing enrollments, and school closings. Since many small school superintendents act as high school or elementary principals, or both, a change in a superintendency might be recorded as two principal changes. The significant amount of turnovers among rural school principals raises questions that suggest areas of research that could positively affect principal training and educational administration in general. (BRR)

ED 252 352 RC 015 110

Florea, Bruce
The Public Policy Process: Its Role in Community Growth. Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-23
PUB DATE- Aug 79
NOTE- 6p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; Community Development; *Coping; Decision Making; *Extension Education; Leaders Guides; Models; *Policy Formation; *Population Growth; *Public Policy; Resource Materials; *Staff Role
IDENTIFIERS- Extension Service; Process Skills; *Public Policy Education

Extension community resource development (CRD) is primarily public affairs education at the local level, dealing with local issues. Two methods of public policy education are the advocacy model which picks two people with opposing views on a subject and lets them debate the issue, and the public policy education process which provides all relevant information so that alternative solutions can be proposed and their consequences assessed. The public policy education process involves five steps: identifying the problem; developing alternative solutions; analyzing the consequences of the alternatives; choosing an alternative; and evaluating. This process can be entered at any point in the sequence. However, the earlier the process is entered, the more likely a positive contribution will be, and the more likely that one's participation will be met with more widespread approval. This process can be utilized when formulating decisions pertaining to the distribution of costs and benefits associated with community growth. The process model ignores the notion of gainers versus losers and concentrates on the problem. This publication discusses the public policy process model as it is used in Cooperative Extension and how it relates to CRD work in general and to community growth issues in particular. (NQA)

ED 252 365 RC 015 130

Barden, Jack, Ed.
Self Study: Standing Rock Community College.
Standing Rock Community Coll., ND.
PUB DATE- Mar 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *American Indian Education; *Community Colleges; Institutional Administration; *Institutional Characteristics; *Institutional Environment; Institutional Role; *Organizational Objectives; Rural Schools; *Self Evaluation (Groups); Small Colleges; Two Year Colleges
IDENTIFIERS- *Standing Rock Community College ND; Standing Rock Sioux (Tribe)

Established in 1973, Standing Rock Community College serves the Standing Rock Sioux Reservation by providing education and training to all interested persons who can benefit from the effort, by providing service at a lower cost since families can remain at home, by having an open admission policy, and by being flexible so that the greatest good can be attained for the largest number. This document is a study conducted by the administration, faculty, staff, and other constituencies of Standing Rock Community College in preparation for its initial accreditation visit in April 1984. The purpose of the study is to provide complete descriptive information about the institution; it is organized around the four evaluative criteria of the North Central Association. Part 1 establishes that the College has a purpose derived from the history and conditions of the people it serves and that the purpose is public. The second part examines resources, management functions, instruction, and student/community services. Part 3 reports a steady growth of enrollment to 235 students in spring 1984, and notes efforts in efficiency in both facility care and student services. Part 4 demonstrates that the College has short and long term goals for organizing its resources and achieving results. (BRR)

Chaney, Donna J.
An Annotated Bibliography of the Literature Dealing With the Hazardous Chemicals Used in the Chemistry Laboratory.
PUB DATE- Nov 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Chemistry; *College Science; Environmental Standards; *Hazardous Materials; Higher Education; *Laboratory Safety; Occupational Safety and Health; Science Education; Science Laboratories; *Teacher Education; Toxicology; *Waste Disposal; Wastes
IDENTIFIERS- *Chemicals; Science Education Research

On the premise that many laboratory instructors lack knowledge about chemical toxicity, this study investigated three areas: (1) chemicals used in the academic laboratory which pose a health hazard; (2) ways of reducing toxicity in the laboratory (with attention to the apparent lack of teacher training which contributes to the cause of the problem and to suggestions for monitoring units and facility devices to reduce the hazard); and (3) state and federal regulations and resource materials for the proper handling and disposal of hazardous chemicals. An annotated bibliography is included which examines each of these areas. Findings clearly establish the need for teachers to be informed of the chemicals which are potential health hazards and indicate that educating laboratory instructors to the hazards of certain chemicals is the initial approach to reducing the dangers of chronic poisons in the classrooms. Recommendations based on these and other findings include removing all carcinogenic chemicals from classroom and storage areas, formulating and using a predetermined waste disposal program before an experiment is performed, and having all laboratory instructors participate in a formal health safety program. (JN)

ED 252 004 EC 171 160

Behr, George

Mainstream Instructional Performance Patterns of Special Education Students. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

REPORT NO.- SWRL-2-83/11
PUB DATE- 15 Jun 83
NOTE- 24p.; Some charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Disabilities; Elementary Education; *Mainstreaming

Performance patterns in reading, mathematics, and composition of over 13,000 special education students in grades 1 through 6 are examined relative to mainstream performance patterns. The performance of special education students is slightly less than but mirrors mainstream performance patterns. As the mainstream performance graph rises or falls so almost exactly does the performance graph on each of the special education categories. Further, the difference between special education performance surveyed at grade level corresponds closely to special education performance surveyed off grade level. The findings indicate that substantive mainstream instructional accomplishments need not be ruled out for handicapped students. (Author/CL)

ED 252 020 EC 171 177

Moore, Viv; Wilson, Dave
Creative Movement and Dance for the Visually and Mentally Handicapped.
PUB DATE- Nov 83
NOTE- 10p.; Paper presented at "Innovations in Recreation," meeting of the Ontario Association for the Mentally Retarded (Toronto, Canada, November 13, 1983).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Expression; *Dance; Elementary Secondary Education; *Mental Retardation; Physical Education; Recreation; Spatial Ability; *Visual Impairments; *Visually Handicapped Mobility

The paper discusses creative dance experiences with visually and mentally handicapped persons. A brief introduction is followed by comments on sensory stimulation during infancy, mobility and orientation, physical education and recreation techniques, and approaches (such as biofeedback and progressive relaxation) to deal with stereotyped movement behaviors. Areas that should be covered in creative dance are listed: body awareness, posture, balance, agility, spatial awareness, coordination, taking weight of partner, rhythm, group activity, stretching, relazation, and voice. (CL)

ED 252 036 EC 171 193

Blackman, James A.; Healy, Alfred
The Early Needs of Children with Cerebral Palsy: A Comprehensive View.
Iowa Univ., Iowa City. Div. of Developmental Disabilities.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 83
NOTE- 38p.
GRANT- HDDS-PHS-07-X-194000-81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Cerebral Palsy; Clinical Diagnosis; *Community Coordination; *Community Services; Handicap Identification; Health Personnel; Young Children

Intended for professionals and parents, this monograph focuses on the service needs of young children with cerebral palsy. Section I presents an overview of cerebral palsy, including etiology, incidence, and history of management. Section II describes service needs in the following areas: prevention; early identification; treatment; the interdisciplinary team; primary, secondary, and tertiary care; community support services; links with educational services; and training for health professionals. Section III discusses coordination of services in the context of decision-making and prevention planning. A short appendix lists references for further reading. (JW)

Kallen, Jeffrey L.

Generative Phonology in the Clinic. CLCS Occasional Paper No. 10.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Applied Linguistics; *Child Language; Data Collection; *Evaluation Criteria; Foreign Countries; *Generative Phonology; *Language Acquisition; Observation; *Speech Therapy

A discussion of the use of generative phonology in the speech clinic, especially with children, begins with an outline of some constructs of generative phonology. First, some notes on phonetic notation and definitions of terms used in nongenerative phonology that have special meanings in this field are presented. Then a discussion of distinctive features defines and distinguishes major class features, tongue body features, place of articulation features, manner of articulation features, and prosodic features and redundancy. The principles and writing of phonological rules in generative phonology are described, including rule conventions, phonological processes and rules, rule ordering, and rule collapse. Another section discusses the problem of relating abstraction to underlying forms as it occurs in clinical applications. Finally, a case study is used to illustrate the steps in applying generative phonology to the evaluation of a child's language. The steps include data collection, establishing the phonetic inventory and inventory of segments tested, making informal observations, writing formal rule statements, and making recommendations for therapy. (MSE)

ED 252 140 HE 017 978

Moseley, James L.
A Pilot Family Practice Clerkship for Third and Fourth Year Students.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Teaching (Health Professions); *Family Practice (Medicine); Higher Education; *Medical Students; *Primary Health Care; *Student Experience; Teaching Hospitals

A clinical clerkship that provides medical students the opportunity to learn side by side with family practice residents is described. Clerkship objectives are to expose the student to: a variety of health care settings with the individual and family as the primary focus; ambulatory care of patients with conditions commonly seen by family physicians; the care of the hospitalized patient and the appropriate use of consultants and ancillary services; the utilization of the team approach; and principles of office management. Third- and fourth-year medical students spend 3 half-days per week for 1 month in the Ambulatory Care Family Practice Center of Wayne State University. They also spend time in hospitalized patient care, a long-term geriatric facility, and community agencies. Directed study is also provided, and students are expected to participate in departmental activities (grand rounds, interdisciplinary rounds, and seminars). An additional component is the student projects that are outgrowths of experiences in the Family Practice Center or the hospital. Program evaluations have indicated that students find the clerkship a valuable alternative learning experience to established preceptorship rotation. An average schedule for a typical four-week clerkship is included. (SW)

ED 252 198 IR 011 461

Kidd, Ross
The Popular Performing Arts, Non-Formal Education and Social Change in the Third World: A Bibliography and Review Essay. Bibliography No. 7.
Centre for the Study of Education in Developing Countries, The Hague (Netherlands).
REPORT NO.- ISBN-906443241-4
PUB DATE- Feb 82
NOTE- 218p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Development; *Developing Nations; *Educational Development; Folk Culture; Foreign Countries; Mass Media; National Programs; *Nonformal Education; *Social Change; Teaching Methods; *Theater Arts

Intended as a tool for non-formal education practitioners and researchers in identifying a range of relatively fugitive material, this bibliography includes 1,779 references to descriptive and analytical materials concerning the use of the performing arts as a medium for education and social change in the Third World. An introductory essay offers a state-of-the-art review of such major concepts as folk media and popular theater, the various strands of educational and developmental activity, and their varying methodologies, contents, and organizational contexts. Uses of the performing arts within mass national education programs, small-scale community education/development projects, and popular movements are contrasted and compared. It is concluded that the field is much broader than the folk media programs often cited in development literature. Citations are alphabetically arranged by main entry and are accessible via extensive geographical and topical indexes. (Author/LMM)

ED 252 241 IR 050 983

D'Elia, George; And Others

Evaluation of the Document Delivery Service Provided by University Libraries, Twin Cities Campus. University of Minnesota. Final Report of a Research Project.

Minnesota Univ., Minneapolis.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 1 May 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College Faculty; Correlation; Delivery Systems; Higher Education; *Information Dissemination; *Library Materials; Library Research; *Library Services; Library Surveys; Use Studies
IDENTIFIERS- *Document Delivery Service; *University of Minnesota

The University Library System at the University of Minnesota, Twin Cities Campus, is a decentralized system of 35 libraries spread over 3 campuses in 2 cities. This study evaluated the performance of two libraries in the system--Walter Library and the Institute of Technology Libraries--that provide document delivery services to assist faculty members in obtaining documents from any library within the system. The evaluation process entailed both analysis of past performance data and a survey of the faculties served by the two delivery services. Past performance data were cumulated and analyzed to determine the volume and the nature of the materials requested and each library's performance in filling these requests. These analyses are presented in the first part of this report. The self-administered questionnaires, which were completed by 52% of the faculty in all of the departments served by both delivery services, was designed to fulfill two objectives: to gather from the nonusers of the services data describing their reasons for nonuse and the nature and extent of their use of the university library system; and to gather from the users data describing their reasons for use, the nature and extent of their use of the library system, and their evaluations of the document delivery service. A detailed discussion of the design of the survey and the results of the data analyses are presented in the second part of the report. Appendices A and B contain copies of correspondence and questionnaires mailed to nonusers and users of the document delivery service. (THC)

ED 252 256 JC 850 018

Miller, Dale A.; Hurley, John A.

An Experiment in Humanistic Management within Community College District Twelve, Centralia/Olympia, Washington.

Community Coll. District Twelve, Centralia, WA.
PUB DATE- 8 Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Principles; *Administrator Evaluation; *Administrator Qualifications; *Administrator Selection; College Administration; Community Colleges; Evaluation Criteria; Evaluation Methods; *Leadership Styles; Two Year Colleges
IDENTIFIERS- *Community College District Twelve WA

Community College District Twelve, a multi-college district serving a two-county area in southwestern Washington, has attempted to incorporate at administrative levels many of the humanistic, process-oriented principles of management discussed by Maslow and Maccoby. A concept of the ideal leadership style for District Twelve guides the selection process, evaluation, professional growth program and merit compensation for all administrators. Among the characteristics of the leadership styles that fit the District are an open door, encouraging access and free communication; a positive attitude; trust of fellow employees; and creative planning ability. The commitment in District Twelve to the ideal leadership style: (1) begins with the recruitment process, which relies heavily on extensive reference checks; (2) is reinforced through a merit evaluation process, which uses a survey feedback approach to obtain annual ratings of administrators by their peers, subordinates, and supervisor, as well as a goal-oriented evaluation process; and (3) is supported by a comprehensive professional development program growing out of the evaluation process. Though this experiment in humanistic management is still in its infancy in District Twelve, there are some preliminary indications that it is having a positive impact on administrative staff. (LAL)

ED 252 297 PS 014 812

Humphreys, Barbara F.
Evaluating and Modifying the Educational Expectations Which Parents and Educators Perceive as Appropriate for Down's Syndrome Children.
PUB DATE- Jul 84
NOTE- 111p.; Second Year Practicum Report, Nova University, 1984.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Downs Syndrome; Educational History; Elementary Secondary Education; Expectation; *Labeling (of Persons); *Mainstreaming; Mental Retardation; *Parent Attitudes; Parent Workshops; Pretests Posttests; Questionnaires; Special Education; State Surveys; *Teacher Attitudes; Teacher Workshops
IDENTIFIERS- *Delaware (Wilmington)

A practicum was conducted to evaluate and modify the educational expectations parents and educators perceived as appropriate for children with Down's Syndrome. The research effort took place after parents were told that their children would attend the local school for the mentally retarded because they exhibited Down's Syndrome. The objectives of the study were to evaluate parents' attitudes toward the education of their children and then, through workshops, attempt to change those attitudes so that the children would be educated according to their ability and not on the basis of their diagnosis or handicapping condition. A total of 764 educators and 100 parents were surveyed. Teachers returned 206 completed questionaires; parents returned 61. Results were evaluated by computer according to the SCSS Conversational System of analysis. In two workshops conducted for parents and educators, children with Down's Syndrome interacted with adult participants. A post-survey following the workshop attempted to determine the effectiveness of the change strategies used. A large percentage of educators did not respond to or comply with the survey, perhaps because it was too long. Although 874 notices were disseminated to parents and teachers, workshop attendance was poor. As a result of the analysis of pre- and post-survey data, it was concluded that the standards of performance were met for practicum goals and objectives. Related materials, including the survey instruments, are appended. (Author/RH)

ED 251 988 EA 017 409

Beckham, Joseph C.
School Officials and the Courts: Update 1984. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 84
NOTE- 70p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 222-00034; $7.25 for ERS subscribers, $14.50 for nonsubscribers).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; Board of Education Policy; Collective Bargaining; Compliance (Legal); Contracts; *Court Litigation; Due Process; Educational Finance; Educational Legislation; Elementary Secondary Education; Employer Employee Relationship; Equal Education; *Legal Problems; *Legal Responsibility; Public Education; School Law; *School Personnel; State Church Separation; Student Rights; Teacher Evaluation; Teacher Rights; Tenure; Torts

This is the seventh in a series of Educational Research Service (ERS) monographs designed to summarize judicial decisions on elementary and secondary education issues by state and federal courts. These cases, dating from June 30, 1983 to June 30, 1984, were selected on the basis of their relevance to contemporary problems in public schools, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policymaking and practice. The first chapter reviews cases pertaining to school boards and board members, covering such issues as school integration, investigative powers, reduction in force, and contract authority. The second, pertaining to administrators, covers free speech issues, evaluation, discrimination, and salary and tenure cases. The third chapter covers finance issues, while the fourth deals with collective bargaining law. The fifth chapter discusses cases on issues pertaining to teachers, such as cause for dismissal, union advocacy, nonrenewal, and breach of employment contract. The sixth reviews cases pertaining to rights of pupils on such issues as promotion, suspension, free speech, and due process. The seventh chapter covers cases pertaining to religion, while the eighth covers torts and related statutory liability of schools. Reference notes are included, along with a glossary of selected legal terms. (TE)

ED 252 052 FL 014 478

Otanes, Fe T., Ed.; Hale, Austin, Ed.
Studies in Philippine Linguistics. Volume 4, Number 2.
Linguistic Society of the Philippines, Manila.; Summer Inst. of Linguistics, Manila (Philippines).
PUB DATE- 8[illegible]
NOTE- 178p.; Papers written at a discourse grammar workshop (Bagabag, Philippines, August-September 1978).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Classification; *Discourse Analysis; *Expressive Language; Foreign Countries; *Grammar; Language Research; *Malayo Polynesian Languages; *Semantics; *Surface Structure
IDENTIFIERS- Balangao; Cagayan Agta; *Philippines; Tagbanwa

A collection of three papers written at a workshop on discourse grammar in Philippine languages is presented. The aims of the workshop were to (1) focus on discourse level grammar in the languages studied; (2) identify contrastive discourse types (genre) in the surface grammar; (3) identify the semantic constructions encoded by the different genres; and (4) identify any other grammatical and semantic units above the syntactic level. A primary question addressed was: Given the assumption that there is a grammatical hierarchy consisting of such units as morpheme, word, phrase, clause, sentence, paragraph, and discourse, is there a corresponding hierarchy of semantic constructions? An introductory chapter outlines the elements of discourse structure as they are used to study Philippine languages. The papers include: "Semantic and Thematic Structure of Discourse in Balangao" (Joanne Shetler and Michael Walrod); "Some Features of Hortatory Discourse in Central Cagayan Agta" (Roy Mayfield); and "The Semantic Structure of Tagbanwa Discourse" (Peter Green). (MSE)

ED 252 067 FL 014 719

Belfiore, Mary Ellen; Burnaby, Barbara
Teaching English in the Workplace.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7744-0290-3
PUB DATE- 84
NOTE- 173p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; English for Special Purposes; Foreign Countries; Instructional Materials; Job Training; *Material Development; Program Administration; Second Language Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- Canada; *Vocational English as a Second Language

A guide to program planning and administration of instruction in EWP (English as a second language (ESL) in the workplace combined with varying degrees of general ESL/orientation information) is intended for management and union representatives, EWP coordinators, and ESL administrators as well as teachers. Its primary purposes are to bring together issues, ideas, and work of importance in EWP in the form of descriptions of recent Canadian EWP programs and valuable work from other countries, to present specific classroom practice ideas, and to emphasize the importance of coordination and cooperation among the partners in EWP. The first three chapters discuss the participants in the process of developing and implementing EWP programs (learners, company, union, educational institution, and teachers), program negotiation between sponsor and provider, and educational need analysis. The subsequent chapters on curriculum development discuss designing a syllabus, developing materials, classroom sequences, and assessment and evaluation. A concluding chapter outlines questions and issues for further research. Lists of additional resources are appended. (MSE)

ED 252 098 FL 014 805

Yu, Daeshik, Ed.
A Mini-Anthology of Korean American Literature. Bilingual Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 8 Aug 84
NOTE- 77p.
LANGUAGE- English; Korean
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Anthologies; Bilingual Education; Cultural Awareness; *Culture Conflict; *Culture Contact; Essays; Instructional Materials; *Korean Americans; *Korean Culture; Literature Appreciation; Newsletters; Newspapers; Poetry; Secondary Education

An anthology of Korean American literature designed for the bilingual education program of the State of Washington is a collection of seven essays and two poems selected from three sources: the newsletters of Korean community organizations in the Seattle-Tacoma area, a Korean language newspaper (the "Korea Times"), and a collection of award-winning essays, by Korean American students, published by Korea's public information office. It is designed to provide a glimpse of Korean American culture as it is evolving from two interacting forces: the Korean heritage and the American environment. The first five essays and the two poems, originally written in Korean, are translated into English, and the last two essays are translated from English into Korean to provide a Korean-English facing text suitable for use in the Korean bilingual education programs, mainstream language arts classes, and/or ethnic literature classes in secondary schools. (Author/MSE)

ED 252 112 HE 017 924

Hanna, Charlotte; Mayhew, Lewis B.
Governance Styles: Affirmative Action at Two Universities.

PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Joint Conference of the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Affirmative Action; Case Studies; *College Administration; *College Faculty; Governance; Higher Education; *Leadership Styles; *Power Structure; Teacher Employment; Teamwork
IDENTIFIERS- *Stanford University CA; University of California Berkeley

The way that affirmative action fits into the faculty appointment process at Stanford University and the University of California at Berkeley was studied, based on 50 faculty interviews and supporting documentation. Traditions of governance at the universities determined the responses to faculty affirmative action. At Stanford University, affirmative action was promoted by a team of administrators, the president, provost, and vice provost. Most of their methods focused on greater attention to process and on systematization of hiring and promotion procedures. A Faculty Affirmative Action Fund was established to encourage faculty in departments to be entrepreneurial in seeking and attracting candidates; the reward was an extra faculty slot for the department. At Berkeley, the leadership included faculty who were formally named to administrative positions and who inadvertently moved into positions of influence. A new vice chancellor, along with other influential faculty members, helped create programs and policies that supported affirmative action. This leadership style, which was based on the efforts of a relatively small group of people, can be termed "oligarchic." (SW)

ED 252 126 HE 017 955

The Complete Issue Papers of the Governor's Commission on the Future of Higher Education in Michigan.

Governor's Commission on the Future of Higher Education in Michigan, Lansing.

PUB DATE- 13 Dec 84

NOTE- 587p.; For related documents, see HE 017 954, ED 243 376, and ED 247 869. Portions contain small, blurred print.

AVAILABLE FROM- Commission on the Future of Higher Education, North Ottawa Building, Box 30026, Lansing, MI 48909.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; *Advisory Committees; Capital Outlay (for Fixed Assets); College Administration; *College Planning; College Programs; College Role; Disabilities; Economic Factors; Educational Finance; Educational Quality; Educational Television; Females; Futures (of Society); *Higher Education; Master Plans; Position Papers; Program Evaluation; *Statewide Planning; Student Financial Aid

IDENTIFIERS- *Blue Ribbon Commissions; Economic Impact; *Michigan

Twenty-five issues papers of the Governor's Commission on the Future of Higher Education in Michigan are presented. The document is divided into three sections: section one provides base information on the trends and indicators which evolve beyond the control of higher education; section two discusses those public policy issues which must be considered when deliberating the future of higher education; and section three discusses Commission decisions. Titles include the following: "Trends, Issues, and Decisions Facing Michigan's Higher Education System;" "Postsecondary Enrollments, United States and Michigan Summary of Historical Data and Projections;" "Equal Access for Women, Minorities and Handicappers in Higher Education;" "Issues and Problems Regarding Financial Access to Higher Education in Michigan;" "To the Year 2000: Future Trends and Implications for Higher Education;" "State Level Academic Program Review and Approval: 1984 Update;" "An Analysis of the Distribution of Programs at Michigan Colleges and Universities;" "Overview of Educational Television in Michigan;" "Michigan Society of Professional Engineers Taskforce Report on Infrastructure;"

"Comparative Study on Higher Education Finance;" "1982-83 Michigan College and University Undergraduate Student Financial Aid Survey;" "Higher Education and State Economic Growth: A Strategy for Strengthening the Research, Public Service and Job Training Capabilities of Colleges and Universities; and "Background and Policy Papers: Higher Education Roles and Missions." (SW)

Hutson, Robert E.; Biedenweg, Frederick M.
Before the Roof Caves in: A Predictive Model for Physical Plant Renewal. APPA Technical Paper.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
PUB DATE- Jul 82
NOTE- 6p.; For Part II of this paper, see HE 018 015.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Buildings; *Construction Programs; *Educational Facilities Improvement; *Evaluation Methods; Higher Education; Mathematical Models; Prediction; *School Maintenance; Statistical Analysis
IDENTIFIERS- *Stanford University CA

A quantitative method developed at Stanford University that addresses programmatically the short- and long-term needs of the college physical plant is discussed. The approach allows the administrator to accurately assess funding resources for the maintenance program in conjunction with academic and construction programs. A special task force at the university established a conceptual framework based on predictable cycles for facility renewal and replacement. The task force identified five features that would affect the wearing out of the facility and system and the resulting replacement/renewal costs. These five features were: facility subsystems, facility type, subsystem life cycles, subsystem cost, and date of facility construction. These features were quantified by analyzing the existing physical plant and by researching available data. The objective was to forecast future renewal and replacment requirements. Using data that reflected actual conditions at the university, it was possible to model accurately Stanford's physical plant and to simulate the future renewal/replacement requirements. Each of the five features and resulting data set are discussed in detail in order to outline the methodology used for developing the data. (SW)

ED 252 168 HE 018 043

Lightner, Ardyce S.
The Emerging Adult Learner: 2001.
PUB DATE- Sep 84
NOTE- 12p.; Paper presented at the National Conference of the Society of Educators and Scholars (Buffalo, NY, September 28-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Ancillary School Services; College Instruction; *College Students; Higher Education; *Nontraditional Students; Program Administration; Student Development; *Student Needs

Perspectives on the adult nontraditional student are offered. Nontraditional students usually have multiple commitments, are not campus focused, and participate in informal learning. Needs of the nontraditional/adult learner concern the following areas: service and support, personal/social development, academic preparation, academic administrative, and academic instructional. Services that should be available at convenient hours and locations include registration, library, book store, and counseling. Personal/social development needs include the need to manage time and set goals, the need for communications skills improvement, and the need for peer support. Remedial work and study skill improvement are specific academic preparation needs, while the need for evening classes, simplified registration, and flexible curriculum scheduling are academic administrative needs of the adult student. Finally, academic instructional needs include the need for individualized instruction as well as practical learning experiences. Meeting the needs of adult students is an important agenda, since the number of persons aged 35 and over enrolled in school is projected to increase by 30 percent in the next 10 years and since in the past most academic programs have been designed to meet the cultural, recreational, and educational needs of the 18-to-22-year olds. (SW)

ED 252 182 IR 011 442

Slamecka, Vladimir
Database Software Selection for the Egyptian National STI Network.
Academy of Scientific Research and Technology, Cairo (Egypt).; Georgia Inst. of Tech., Atlanta.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jun 84
NOTE- 89p.
CONTRACT- NEB-0016-C-00-2092-00
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Software; *Databases; *Evaluation Criteria; Foreign Countries; *Information Networks; *Information Retrieval; Information Storage; Interviews; Questionnaires; Surveys
IDENTIFIERS- Database Management Systems; *Egypt

The evaluation and selection of information/data management system software for the Egyptian National Scientific and Technical (STI) Network are described. An overview of the state-of-the-art of database technology elaborates on the differences between information retrieval and database management systems (DBMS). The desirable characteristics of such software for Egypt are identified in regard to national-standard features; end-user orientation; performance; security; modifiability; support; database definition, input and maintenance, and search and processing; search output and processing; and administration. Existing commercial DBMS systems are reviewed, an appropriate strategy for the STI network is suggested, and a description is provided of a recommended software package--the mini/micro version of BRS/SEARCH, a full-text information management program. Included are an eight-page reference list and appendices containing information on the status of IV+V Software, the software evaluation form, and results of telephone interviews with BRS/SEARCH users. (Author/LMM)

ED 252 212 IR 050 949

Bayne, Pauline S.; And Others
Retrospective Conversion of Music Collection. Project Manual.
Tennessee Univ., Knoxville. Univ. Libraries.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 56p.
GRANT- G0008301289
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; *Cataloging; Guides; Higher Education; Library Automation; *Library Collections; Library Personnel; Library Technical Processes; *Music; Nonprint Media
IDENTIFIERS- *Machine Readable Cataloging; OCLC; *Retrospective Conversion (Library Catalogs); University of Tennessee Knoxville

This manual describes procedures followed by the University of Tennessee, Knoxville Library Cataloging Department in its Music Retrospective Conversion Project. The goal of the project, running from October 1, 1983 to December 31, 1984, is full conversion of bibliographic records for scores, recordings, and music monographs to machine readable format. The manual is divided into two sections. In the first, those procedures that form the general workflow are briefly described, with designations of staff responsible for each step. The second section provides step-by-step instructions for individual phases of the project: searching, questionable match resolution, authority work, coding and input, music analytics, and editing. A 16-item bibliography is provided. Forms used in the project are appended as samples to be freely adopted or modified by other libraries. (THC)

ED 252 227   IR 050 967

Inganji, Francis
Status of Information and Documentation Services in Eastern and Southern Africa and Future Prospects.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1198-c/a
PUB DATE- Sep 83
NOTE- 139p.; For related documents, see IR 050 957-959, and IR 050 969. Type size in the documents is small and may be difficult to read on microfiche.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Developing Nations; *Documentation; Financial Support; *Information Science; *Information Services; *Information Systems; Online Systems; Policy Formation; Position Papers; Program Development; Program Evaluation
IDENTIFIERS- *Africa (East); *Africa (South)

This detailed report states that information and documentation services in Eastern and Southern African countries are expected to: (1) increase the efficiency of research, development, and training; (2) improve the efficiency and competitiveness of industry and technology, particularly of medium-sized and small concerns, by assisting professional and manual workers; (3) support planning and decision-making by parliament, government, administrative, and legal bodies; and (4) provide a better supply of information for individual citizens and social groups, and above all to improve their cooperation in various areas of social life. This document covers the present situation of information services in Eastern and Southern Africa; problems pertaining to the development of information services; work of some international organizations in these two regions related to information, documentation, and library development; new developments related to information and documentation services, e.g., the formation of the Southern African Documentation and Information System (SADIS); and a look at the future. (THC)

Ogbu, John U.
Schooling in the Ghetto: An Ecological Perspective on Community and Home Influences.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 81
NOTE- 78p.; Paper presented at the National Institute of Education Follow Through Planning Conference (Philadelphia, PA, February 10-11, 1981).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); *Blacks; Caste; *Community Influence; Cultural Traits; Ecology; Educational Improvement; Elementary Secondary Education; *Family Influence; Ghettos; Interpersonal Relationship; Minority Groups; Models; Psychological Characteristics; *Racial Discrimination; Racial Factors; Research Problems; Social Class; Social Differences; Socialization; Social Status; Social Stratification
IDENTIFIERS- Deficit Theory; Project Follow Through

Social scientists have adopted two different views on the influence of the community and home on academic achievement of lower-class and minority students. The first is the deficit perspective, or the failure-of-socialization hypothesis. The second is the difference perspective, or the cultural-discontinuity/failure-of-communication hypothesis. Both deficit and difference perspectives on oppressed minorities reflect external definitions of community and home influences on ghetto children's school learning. In contrast, an ecological perspective enables the specification of important community and home influences affecting the ability of young members of caste-like minority groups to benefit from schooling. Various responses black people have made to the job ceiling and inferior education historically imposed on them affect their children's ability to learn in school. Because blacks continually fight against the schools, they have grown suspicious of the schools; their resulting alienation makes commitment to and perseverance at academic tasks difficult. Black people's disillusionment over the job ceiling imposes similar liabilities. Various survival strategies blacks have developed to cope with their economic and social problems often demand attitudes, competencies, and behaviors that are apparently incompatible with those required for school success. For example, collective struggle teaches blacks that they are not responsible as individuals for their failures, including school failure, and that failure is the fault of "the system"; clientship teaches them that reward does not depend so much on personal efforts at an assigned task as on one's ability to manipulate the powers that be; and hustling emphasizes the virtues of exploiting and manipulating others to achieve desired material success and/or prestige. A 14-page bibliography concludes the document. (RH)

ED 252 283 PS 014 790

Resource Monograph on Middle-Grade Students.
New York State Education Dept., Albany.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; *Cognitive Development; Cognitive Style; Educational Improvement; *Educational Methods; Elementary Secondary Education; *Emotional Development; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Instructional Program Divisions; Intermediate Grades; Junior High Schools; Learning Strategies; Middle Schools; *Preadolescents; Sexuality; *Social Development
IDENTIFIERS- *New York

Written in response to requests from local school districts in New York State, this document provides information about the middle grades (grades 5, 6, 7, 8, and 9) and the changing nature of students in these grades. The first section reports results of studies on this difficult developmental period that were conducted by three New York school districts and by other researchers. Research on the effects on middle-grade adolescents of grade organization, homogeneity of pupil population, and organizational climate is summarized in a table. The second section reports the conclusions, recommendations, and observations of two school districts regarding the best way to educate young adolescents. Recommendations are also reported from other research studies. Final remarks in this section concern ways to evaluate individual learning styles and use this information to improve individual performance. Finally, schools and educators are urged to keep abreast of current research on the nature of adolescents and to use the results of recent studies to assure that each adolescent receives the best education possible. An annotated bibliography of 29 items on the middle-grade student is appended. (CB)

ED 252 312 PS 014 837

McGlauchlen, Patti L.
An Annotated Bibliography Reviewing Recent Research Dealing with Factors and Innovations of School Readiness.
PUB DATE- May 84
NOTE- 46p.; Exit project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Grade 1; Kindergarten; *Kindergarten Children; Primary Education; *School Entrance Age; *School Readiness; *School Readiness Tests; Screening Tests; Social Adjustment; *Transitional Programs

The early elementary teacher must find a reasonable solution to the question of how to best meet the needs of incoming 5-year-olds. This study reviews recent research on the academic and emotional needs of young students and on existing programs dealing with school readiness. Brief annotations are presented for 54 research articles. These articles deal with environmental and educational factors contributing to school readiness, school readiness screening instruments, and existing programs that offer alternatives to entry according to chronological age. A five-page summary discusses the findings of these studies. On the basis of the review, it is recommended that (1) children enter school at the traditional starting age requirement; (2) after the initial kindergarten experience, each child undergo screening to indicate readiness for first grade; and (3) a transitional program be offered for children needing a year to grow and mature before entering first grade. (CB)

ED 252 327 RC 014 926

Living Away from Home Facilities for Isolated Children. Document 78. A Look at Recent Documents of Educational Significance.

Australian Commonwealth Schools Commission, Canberra.; Queensland Dept. of Education, Brisbane (Australia).

PUB DATE- Dec 83

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Boarding Schools; Categorical Aid; Elementary Secondary Education; *Facility Improvement; Foreign Countries; *Living Standards; Migrant Education; Private Schools; Resident Advisers; Residential Care; Rural Areas; Rural Education; *Rural Youth; *Student Needs

IDENTIFIERS- *Australia; Government Schools (Australia); Government Subsidies; *Hostels; Isolation (Geographic)

The first national study of facilities for isolated Australian children living away from home was undertaken by the Commonwealth Schools Commission in 1981 and released in 1983. This document contains the conclusions, findings, and recommendations of the Commonwealth Schools Commission Working Party report. The results prompted the Commission to recommend a new joint program of $7.5 million a year for three years to help with the construction, upgrading, and replacement of facilities. The Commission also recommended an amendment to the States Grants (Schools Assistance) Act to permit student hostels to receive capital and special-purpose funds for facilities for isolated students. The study included all non-profit boarding schools and student hostels providing accommodations for students attending regular schools for tuition. The study revealed major deficiencies requiring immediate attention. The most urgent needs included the maintenance and upgrading of buildings, greater provision of indoor recreation facilities and study areas, and improved staff accommodation facilities to attract and keep reliable supervisory staff. The conclusions and recommendations are particularly relevant for Queensland, where families living in rural and isolated areas often face problems of educational disadvantage caused by lack of, or inadequate access to, learning opportunities and facilities. (BRR)

ED 252 340 RC 015 093

Henderson, Karla A.
Using Scenarios to Forecast the Future of Camping.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the American Camping Association Convention (San Diego, CA, February 27-March 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Camping; Conservatism; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Humanitarianism; Outdoor Education; Surveys
IDENTIFIERS- Optimism; Pessimism; *Scenarios; Scenario Writing

The paper describes methods and results which were obtained when systematically identifying important aspects of the future of organized camping, through the combination of "expert" opinion as well as "grassroots" input. The futures forecasting technique used was scenario writing, a well-thought story to describe a future state of affairs. Four perspectives on the future were written regarding conservative, humanistic, pessimistic, and optimistic views of the future of organized camping. A random sample of 270 camp directors were invited to respond to questions about the four scenarios. The respondents were asked to read the scenarios and answer several brief questions about their reaction to the stories. The 95 respondents included 42% who were affiliated with agency camps, 16% affiliated with church camps, and 33% with private independent camps. Sixty-five percent of the respondents represented resident camps with 12% involved in day camping, and 19% involved in both. The scenario which the directors said was most likely to occur was the conservative view to which 44% responded. The optimistic view received 39%, with humanistic and pessimistic receiving 7% and 4% respectively. The optimistic scenario was chosen to be the ideal for the next 10-15 years. The appendix contains the four scenarios. (ERB)

Lewis, Eugene; And Others
Economic Multipliers: Can a Rural Community Use Them? Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-24
PUB DATE- Oct 79
NOTE- 5p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Development; *Community Resources; *Coping; Data Analysis; *Economic Change; Leaders Guides; Local Issues; Population Growth; Predictive Measurement; Resource Materials; *Rural Areas; Rural Development; *Validity
IDENTIFIERS- *Economic Impact; *Multiplier Effect; Small Towns

Presenting concepts generally applicable only to small rural regions or to local economies, this publication explains multipliers, shows how they are used in calculating impacts, and provides some criteria for determining whether a given multiplier can be used in a specific situation. Following a discussion of aggregate multipliers, which lump different types of businesses together, and disaggregate models, which divide the economy into sectors with a multiplier for each sector, is a review of problems frequently encountered in applying multipliers to community change (interchanging multipliers, double counting, pyramiding, and confusing multipliers with other economic measurements, e.g., turnover and value added). The criteria stated for determining the appropriateness of a multiplier include the basis for the multiplier, i.e., local data, primary or secondary data; aggregate versus disaggregate multipliers; the basis for an employment multiplier, e.g., number of jobs or full-time equivalent; the base year on which the economic model was formulated; the function of a multiplier; the extent of the impact in relation to the size of the affected industry on which the multiplier is based; the calculator of the multiplier; and the inclusion of household income as a sector similar to the business sectors in the local economic model. (NQA)

ED 252 366 RC 015 131

Illuminating the Dark Corners of Education: Western Service Systems, Inc. Annual Report 1984.

Western Service Systems, Denver, CO.

PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Change Strategies; Community Involvement; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Futures (of Society); *Mexican American Education; *Operating Expenses; Organizations (Groups); Parent Participation; *Program Effectiveness; Public Education; Rural Education; Urban Education
IDENTIFIERS- *Colorado; Partnerships; *Western Service Systems Inc

In its efforts to promote equity and excellence for Hispanic children, Western Service Systems, Inc. (WSS) serves parents, teachers, administrators, and public officials through research, creative thinking, design and implementation of new programs, coalition building, communication, and information. During 1983-84, WSS addressed the issues of equity and educational excellence by: publishing the National Hispanic Educational Platform which was the focus of local and state reform efforts and of media attention around the country; providing consultant services to the Denver Public Schools to help improve the quality of the bilingual education program; helping rural Hispanics to articulate their concerns about the education system and their desires for their children and to develop creative solutions to their problems; organizing the Public Education Partnership to provide a focus for the local business and civic leaders to contribute to the improvement of public education; and initiating a cooperative venture with the Colorado Department of Education to develop an innovative program in early childhood education. Despite budget constraints, WSS experienced a good year. This report provides summaries of the Public Education Partnership, Center for Hispanic Educational Leadership, and Chicano Education Project; WSS financial summaries; and listings of WSS contributors for 1973-84 and of board and staff members, along with an organizational chart. (NQA)

ED 252 380 SE 045 297

Compton, W. David; Benson, Charles D.
Living and Working in Space: A History of Skylab.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NASA-SP-4208
PUB DATE- 83
NOTE- 468p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Aerospace Education; *Federal Programs; *Program Development; *Satellites (Aerospace); Science Education; *Science Experiments; *Science History; *Space Exploration; Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration; *Skylab

The history of the National Aeronautics and Space Administration Skylab program is provided in this three-part book. Part I (chapters 1 to 5) traces the origins of the Skylab concept from its emergence in the period 1962-65 through its evolution into final form in 1969. Part II (chapters 6 to 13) focuses on the period from 1969-73, considering the development of the spacecraft modules, the experiments they carried, and the preparations to launch and operate them. Chapter 6 focuses on the program leaders, the problems they faced, and the tools they used to manage Skylab. Chapters 7 through 11 deal with the major experimental programs and the spacecraft components. Houston's preparations for directing the missions and the launching of Skylab are treated in chapters 12 and 13 respectively. Part III (chapters 14 to 19) deals with the Skylab launch accident (the meteoroid shield ripped away, leaving the workshop exposed to solar heat and disabling its solar panels), Skylab missions, program results (including medical and solar/earth observation findings), and the end of Skylab. A summary of missions, list of major contractors, list of experiments, and additional documentation are included in appendices. (JN)

ED 252 005 EC 171 161

Bricker, Diane, Ed.; Filler, John, Ed.
Severe Mental Retardation: From Theory to Practice.
Council for Exceptional Children, Reston, VA. Div. on Mental Retardation.
PUB DATE- 85
NOTE- 306p.
AVAILABLE FROM- Council for Exceptional Children, Division on Mental Retardation, 1920 Association Dr., Reston, VA 22091 (Publication No. B297, $23.00 nonmember, $20.00 member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Programs; Behavior Modification; Court Litigation; Curriculum Development; Educational Policy; Elementary Secondary Education; Family Relationship; Group Homes; Mainstreaming; Policy Formation; Program Descriptions; Research Methodology; *Severe Mental Retardation; Student Evaluation
IDENTIFIERS- *Theory Practice Relationship

Fourteen papers examine current issues and practices in the education of students with severe mental retardation (SMR). Papers touch upon the broad context of education for SMR students, programs for the SMR population, and critical issues. The following papers are presented: "The Severely Mentally Retarded Individual: Philosophical and Implementarion Dilemmas" (D. Bricker and J. Filler); "Educational Policy and Severe Mental Retardation" (M. Noel, P. Burke, and C. Valdivieso); "Judicial Address of Education for Students with Severe Mental Retardation: From Access to Schools to State-of-the Art" (F. Laski); "Severely Mentally Retarded Young Children" (D. Gentry and J. Olson); "Educational Programs for Severely Mentally Retarded Elementary-Age Children: Progress, Problems, and Suggestions" (J. Tawney and K. Sniezek); "Programs for Secondary-Age Severely Handicapped Youth" (W. Williams, R. Vogelsberg, and R. Schutz); "Programs for Severely Mentally Retarded Adults: Perspectives and Methodologies" (F. Rusch J. Chadsey-Rusch, D. White, and J. Gifford); "Parents/Families of Persons with Severe Mental Retardation" (B. Fredericks); "The Evaluation of Severely Mentally Retarded Populations" (O. White); "Integration Efforts for Students with Severe Mental Retardation" (R. Gaylord-Ross and C. Peck); "Curricula without Recipes: A Challenge to Teachers and a Promise to Severely Mentally Retarded Students" (R. Brinker); "Behavioral Control and Education of Severely Handicapped Students: Who's Doing What to Whom? and Why?" (D. Guess and E. Siegel-Causey); "The Consequences of Bias in Studies of Living Arrangements for the Mentally Retarded Adult" (E. Butterfield); and "Perspectives on Methodological and Research Issues Concerning Severely Mentally Retarded Persons" (H. Switzky and H. Haywood). (CL)

Taylor, Barbara
Monitoring the Financial Condition of Colleges and Universities.
AAHE-ERIC Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 84
NOTE- 5p.
AVAILABLE FROM- Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; *Economic Factors; *Educational Finance; *Evaluation Criteria; *Fiscal Capacity; *Higher Education; Institutional Research; Money Management; Statistical Analysis
IDENTIFIERS- *Financial Indicators; *Institutional Vitality

Efforts to monitor the financial condition of colleges and universities have arisen from concerns about the effects of economic and demographic pressures. Researchers have attempted to monitor financial condition through two types of research: subjective studies and objective financial indicator studies. Subjective analyses can be useful for gauging constituent satisfaction with financial performance and priorities. Efforts to create objective indicators reflect a desire to monitor measurable changes in financial condition and to maintain financial strength through the effective use of available resources. An example of a commonly used financial indicator is the ratio of instructional expenditures to total educational and general expenditures. Some financial indicators may entail nonfinancial data (e.g., the ratios of new freshmen to total applicants accepted). The interpretation of a financial indicator rests on an assumption of what constitutes "sound" financial condition. For example, overreliance on tuition income is frequently cited as evidence of weak financial condition. The assessment of institutions can be undertaken by experts or based on a theoretical framework. Applications and limitations of financial indicators have been discussed in the literature. (SW)

ED 252 021 EC 171 178

Rhodes, Sharon Simpson

Mini-Assessment: A Practical Approach to Classroom Identification of Learning Disabled Readers.

PUB DATE- Apr 84

NOTE- 16p.; Parts of the paper were presented at the Annual Archdiocese of Baltimore Mini Convention (Baltimore, MD, April, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Informal Assessment; *Learning Disabilities; *Reading Difficulties; Referral; *Student Evaluation

The paper describes a "mini-assessment" designed to help teachers understand the nature and extent of students' learning problems. A distinction is made between children with reading problems due to neurological differences and those with problems due to emotional, educational, or cultural factors. The importance of identifying and referring the child with true learning disabilities (LD) is emphasized. Characteristics of LD children are briefly reviewed, and a 10-minute pre-referral identification instrument is described. The task uses classroom materials to assess paragraph reading, consonants, vowels, and spelling. A sample case study illustrates the use of the miniassessment in determining future referral and in aiding professional communication about the student. (CL)

Child Abuse Prevention Handbook. Revised.
California State Office of the Attorney General, Sacramento. Crime Prevention Center.
PUB DATE- Oct 83
NOTE- 55p.
AVAILABLE FROM- Crime Prevention Center, Office of the Attorney General, P.O. Box 13197, Sacramento, CA 95813.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Community Responsibility; Criminal Law; Family Problems; Helping Relationship; Infants; Injuries; Medical Services; *Sexual Abuse; State Legislation; Young Children
IDENTIFIERS- *California

Intended to heighten public awareness and provide practical information to professionals, this handbook defines and describes child abuse (including sexual abuse) and its associated signs and injuries. The societal and family environments in which child abuse most typically occurs are described, and the California penal code sections pertaining to crimes against children are summarized. Reporting procedures and follow-up are also discussed. The professional responsibilities of the police, the sheriff, social service workers, and the legal and medical communities are outlined. Treatment for abusers as well as for the abused is discussed. Included as appendixes are sample child abuse report forms, applicable sections of the California state code, and the rules of search and seizure as they apply to the investigation of child abuse crimes. (JW)

ED 252 053   FL 014 584

Roizen, Merle A.
Test Performance Vis a Vis Test-Taking Strategies in Reading Comprehension of English as a Second Language.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; Context Clues; Dictionaries; *English (Second Language); Essay Tests; Foreign Countries; *Guessing (Tests); Hebrew; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; *Test Validity; *Test Wiseness; Translation; Vocabulary Development

A study of students' self-expressed test-taking strategies for reading comprehension tests in English as a second language (ESL) had as subjects 86 Hebrew-speaking university students in Israel. The students were given a reading comprehension test, half with open-ended questions and half with multiple choice. Half the responses were anonymous and half were signed. Then all students were asked 12 questions in Hebrew concerning the reading strategies they used during the exam. Results revealed that the students performed almost identically despite question type, but the open-ended questions were better measures of reading comprehension. The better students appeared to use contextual guessing for unknown words, while the weaker students were slowed by word-solving strategies, excessive use of dictionaries, and translating. Most subjects hesitated to skim and were unable to disregard unknown terms. The findings suggest that weak students need more individualized and inductive instruction if they are to learn how to verbalize their decoding methods and reading expectations and then how to acquire and apply the reading strategies in which they are deficient. The findings also suggest that all students should augment their vocabularies by memorization of basic terms. (MSE)

ED 252 068 FL 014 720

Hirsch, Bette G.

Modern France: A Course Model.

PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Organization; *Cultural Education; Curriculum Guides; *European History; *Foreign Countries; French; Higher Education; Philosophy; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *France; French Culture

A course on modern France designed for presentation in English at the college level uses four books to approach an understanding of the country through autobiography, philosophy, sociology, and history. Students with reading ability in French are assigned readings from French-language periodicals and others read from English-language periodicals. Each student is assigned a francophone country to study and report on periodically during the course, focusing on current events as well as history and culture. Most of the class hours are spent in student-led discussion. The teacher's role is that of an informed monitor who adds or corrects information and introduces new topics. At the course mid-point, an anonymous evaluation is taken of both the work and the procedures, and students have an opportunity to identify any topics of interest not yet covered. Experience with the course has shown that student interest and confidence grow in this format, and it has the potential for adaptation for other educational levels and for presentation entirely in French in a second language program. (MSE)

ED 252 082 FL 014 748

Kramsch, Claire J.
Interaction Processes in Group Work.
PUB DATE- Mar 84
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; College Students; Discourse Analysis; *Discussion; Error Patterns; German; *Group Dynamics; Higher Education; Second Language Instruction; *Second Language Learning; *Student Participation
IDENTIFIERS- *Turn Taking

Some aspects of foreign language classroom discourse are examined from a social theoretical perspective, and an attempt to raise the learners' awareness of the social reality created in interaction with other learners in the foreign language being taught is described. Through peer observation and the retrospective evaluation by the participants of interaction patterns in group discussions, three aspects are examined: the turn-taking mechanism, the management of topics, and repair patterns. The subjects were three groups of seven undergraduate students in a fourth semester German course participating in a task-oriented discussion in the absence of a teacher on the second day of the fall term. In each group, three students were observers and four were participants, and all responded to questionnaires after the discussion. The results suggest that adult learners at this level can observe and evaluate their interaction in group work, and the interactional metalanguage in the second language seems to be linguistically accessible to them, permitting a process-oriented discussion. However, the learners' ability to focus on process seems determined by the amount of control they perceive themselves to have over the group's discourse. It is suggested that this ability to reflect on interactional features could be helpful to students in (1) viewing their own performance in light of short- or long-term, explicit or implicit goals set for themselves; (2) reducing anxiety by qualitative differentiation of tasks and functions in discourse; and (3) broadening learners' options in group work through comparison with peers. (MSE)

ED 252 099 FL 014 850

Smith, Cynthia L.
An Analysis of Supplemental Resources for the Teaching of Latin in Secondary Schools.
PUB DATE- Apr 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; Drama; *Foreign Language Books; Games; *Latin; Literature Reviews; Media Selection; Poetry; *Resource Materials; Secondary Education; Second Language Instruction; *Teacher Developed Materials; Worksheets

Supplemental instructional and reading materials for secondary level Latin instruction are classified, annotated, and evaluated. Most are produced by individual instructors for their own use and published in newsletters, classical journals, or conference reports. Categories of materials include: narrative texts, poetic texts, dialogues and dramas, games and puzzles, graphics, worksheets and activities, and miscellaneous. Each entry is annotated concerning the item's contents, and evaluated both objectively on the complexity of the grammar and vocabulary used, and subjectively on its effectiveness in accomplishing its purpose. Standard grade-level proficiency criteria are used for the objective evaluation. In addition, each teaching aid is evaluated in terms of its cultural relevance: whether its content is primarily historical or contemporary. The subjective evaluation is concerned with whether the material is primarily instructional, covering a specific grammatical point, or motivational, i.e., designed for the student's enjoyment. It is concluded that although the materials included are plentiful, much more is needed, as are a standardized system of classification and evaluation and a permanent record of materials available. (MSE)

ED 252 113 HE 017 925

Regan, Mary C.; Woelk, Patricia A.

University Structure as Reflected in Patterns and Persistence of Undergraduates' Characteristics.

PUB DATE- Oct 84

NOTE- 28p.; Paper presented at the Joint Conference of the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; Ambiguity; Attitudes; Higher Education; *Intellectual Disciplines; Logical Thinking; *Majors (Students); Personal Autonomy; *Personality Traits; Religion; *Student Characteristics; *Undergraduate Students

IDENTIFIERS- Biglan Model; Omnibus Personality Inventory

The relationship between characteristics of academic disciplines and intellectual traits of undergraduates was studied. Subject matter areas were structurally reflected in the university as department or major field groupings. A total of 2,278 students, graduating in either 1969-1970 or 1979-1980, were administered the 14 scales of the Omnibus Personality Inventory. Attention was focused on six scales: Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy, and Religious Orientation, collectively called the Intellectual Disposition Categories. Assessment was also based on Biglan's comprehensive model of academic subject matter areas, which is based on three dimensions: the existence of a paradigm within a field, the discipline's concern with the applications of knowledge, and concern with life (biology and social science) or with things, ideas, or data (art and mathematics). Statistical findings and narrative explanations and conclusions are provided. Appendices include: categorization of academic disciplines by Biglan's three dimensions (Science-Nonscience, Pure-Applied, Life-Nonlife); and descriptions of the 14 personality scales. (SW)

ED 252 155 HE 018 015

Hutson, Robert E.; Biedenweg, Frederick M.
Before the Roof Caves in: A Predictive Model for Physical Plant Renewal--Part II. APPA Technical Paper.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
PUB DATE- Aug 82
NOTE- 8p.; For Part I of this paper, see HE 018 014.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Buildings; *Construction Programs; *Educational Facilities Improvement; *Evaluation Methods; Higher Education; Mathematical Models; Prediction; *School Maintenance; Statistical Analysis
IDENTIFIERS- *Stanford University CA

Examples of the use of a mathematical model to evaluate the future renewal and replacement, or maintenance requirements, of the college physical plant are provided. The model, which was developed at Stanford University, simulates actual conditions at a specific location and allows resource allocation to be based on a definable quantitative base. The approach is based on a concept of cyclical renewal and replacement. The age cohort or birthdate of the facility and subsystems were derived by using 5-year increments beginning with initial construction in 1891. Tables provide information on: the construction date of each facility (by type) along with the square footage of that facility; the life cycles and resulting costs of a building built in 1950 containing 10,000 square feet; the sum of the tables for each individual building and the total expected cost in millions (1980 dollars) for each of the categories listed by cohort; and four possible versions of the total annual cost of interior finishes and special equipment, and other subsystems (i.e., likely cost, optimistic cost, pessimistic cost, and smoothed cost). It is concluded that this model will serve as the basis for a program by which renewal needs are identified in a creditable manner. (SW)

ED 252 169 HE 018 053

Lindgren, J. Ralph; And Others
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ASHE-ERIC Higher Education Research Report No. 4, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-13-6
PUB DATE- 84
NOTE- 86p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Faculty; *College Students; *Compliance (Legal); *Court Litigation; *Employment Practices; Equal Protection; *Federal Legislation; Higher Education; Legal Responsibility; Personnel Policy; School Personnel; *Sex Discrimination; State Legislation; Student Rights
IDENTIFIERS- Civil Rights Act 1964 Title VII; Equal Pay Act 1963; Executive Order 11246; Fourteenth Amendment; Title IX Education Amendments 1972

The obligations of colleges and universities under existing laws prohibiting sex discrimination are discussed. Attention is directed to developments in the law relating to sex discrimination against employees and against students in colleges and universities, and practical and cost-efficient strategies for complying with the law. The pertinent laws on sex discrimination against employees, job applicants, and students are cited. The employee-related laws address hiring, retention, promotion, tenure, salary and fringe benefits, sexual harassment, and affirmative action practices for government contracts. Judicial decisions are based on the prima facie case, rebuttal, pretext, and the discovery of confidential faculty evaluations. The laws on sex discrimination against students address practices in admissions, tuition rates, financial aid, sexual harassment, student organizations, student services, housing and parietal rules, and athletics. Three strategies for compliance are: (1) carefully selecting and training key academic and administrative personnel, including faculty who serve on review and search committees; (2) implementing a management control system; and (3) securing indemnification against losses suffered as a result of unintentional discrimination. (SW)

ED 252 183 IR 011 443

Zuberman, Lea K.

The Foundation and Development of Computer Assisted Instruction in the Field of Reading from Its Inception to the Present.

PUB DATE- Dec 83

NOTE- 68p.; Best copy available. A Master's Project, Montclair State College.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability; Age; Attitudes; Check Lists; *Computer Assisted Instruction; *Computer Managed Instruction; *Courseware; *Intermode Differences; *Reading Instruction; Reading Skills; Retention (Psychology); Teaching Methods; Time Factors (Learning)

IDENTIFIERS- *Computer Uses in Education

This critical review and evaluation of the literature covers the field of computer assisted instruction (CAI) and reading from its inception to the present day. Seventeen research studies are discussed as well as four surveys of previous research in this field. Major issues addressed include the effectiveness of CAI and computer managed instruction as teaching tools; the effectiveness of different CAI modes; the effectiveness of CAI with respect to grade, age, and ability levels; rate of learning or time saved in learning with CAI; the retention of learning once CAI has taken place; and overall student and teacher attitudes towards learning reading skills with the aid of a computer. An appendix includes a coding sheet for the studies reviewed and a chart summarizing the research studies, presenting the reference for each study, date, research design, and methodology (especially the CAI mode and the hardware and software used). Thirty references are listed. (LMM)

ED 252 199 IR 011 462

Wiley, Ann L.
Resource Centers and Carrel Design: An Instructional Module.
PUB DATE- 30 Jun 82
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Carrels; Computer Assisted Instruction; *Design Requirements; *Educational Equipment; Educational Facilities Design; *Furniture Design; Learning Modules; *Learning Resources Centers; *Projection Equipment

Basic considerations in the design of carrels and resource centers are covered in learner objectives, text, practice exercises, and answer sheets in this learning module. Topics addressed include factors influencing carrel design, workspace dimensions for writing carrels and electrically wired carrels, the proper distance from the chair seat to the work surface and the common height of carrel sides, where the projected image should appear in relation to the learner, why rear screen projection is popular in carrels, rear screen projection set-ups, the relationship of viewing angle to screen, handling image reversal, avoiding background noise, controlling image size and brightness, ways of providing acoustic isolation in carrels, and equipping a carrel for computer assisted instruction (CAI). Features required by multi-purpose resource centers are listed (such as furnishings, facilities, and functional areas), with special reference to the arrangement of carrels. Four references and a 13-item test are included. (Author/LMM)

ED 252 213 IR 050 950

Farid, Mona; And Others

A Study of Information Seeking Behavior of Ph.D. Students in Selected Disciplines. Final Report.

Syracuse Univ., N.Y. School of Information Studies.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Oct 84
NOTE- 128p.; Best copy available.
CONTRACT- CLR-4004
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Behavior Patterns; Doctoral Programs; Foreign Students; *Graduate Students; Higher Education; *Information Seeking; *Information Utilization; *Library Materials; *Library Services; Tables (Data); Use Studies
IDENTIFIERS- *Syracuse University NY

This research project investigated the information seeking behavior of Syracuse University doctoral students in six disciplines--economics, English, geology, history, philosophy, and physics. Questionnaires distributed to 112 students elicited data from 69 respondents (61.6%) on their educational environment, search strategies, selection of information channels, and demographic information. Special attention is given to the students' use of the tools and services offered by Syracuse University Libraries. Differences in information patterns among students in the six disciplines and between international and U.S. students are described, and suggestions concerning methods of library instruction are given. Several relationships were tested by statistical methods, with emphasis on those related to the students' search strategies and the material they rely on for their study or their previous knowledge of the literature. Suggestions for future research directions in this area, a 17-item bibliography, numerous tables, and a copy of the survey instrument are included. (Author/THC)

ED 252 228 IR 050 968

Hales, Celia; And Others
Strategies for Searching. A Self-Paced Workbook for Basic Library Skills. Second Edition.
PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Libraries; *College Students; Higher Education; Individualized Instruction; *Library Instruction; *Library Materials; *Library Skills; Pacing; Programed Instructional Materials; *Reference Materials; Search Strategies; Workbooks
IDENTIFIERS- Course Integrated Library Instruction; *University of North Carolina Charlotte

This self-paced workbook is designed to help students at the University of North Carolina-Charlotte acquire basic skills in using a university library. The workbook, which is used in conjuction with course assignments, is divided into six sections: (1) Introduction; (2) How to Locate Background Information; (3) How to Locate Books; (4) How to Locate Periodical Articles; (5) How to Locate Newspaper Articles; and (6) How to Get Help at the Reference Desk. Each section has an explanation of its purpose and content; all sections except the first and last have a series of exercises. A library-specific guide to the location of reference materials is included. (THC)

ED 252 242 IR 050 984

Cook, Colleen; And Others
Future Information Services at the Texas A&M University Library: Background and Recommendations (Report of an Ad Hoc Committee).
Texas A and M Univ., College Station.
PUB DATE- 17 Dec 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Services; Library Administration; *Library Automation; Library Personnel; *Library Planning; Library Role; Library Services; Library Technical Processes; *Long Range Planning
IDENTIFIERS- *Texas A and M University

The Ad Hoc Committee on Future Information Services explored possible future directions for information services at Texas A&M University Library and developed a plan to guide the library into the next decade in terms of automated access to information. In exploring future directions for automated information services, the committee members researched and wrote papers on the following topics: (1) the user; (2) information; (3) access to information, including means and technology; (4) the role of libraries and librarians in the future; (5) macro and micro organizational considerations for libraries in the future; and (6) fiscal considerations. These papers are appended. The body of the report consists of a series of recommendations that rest on the concept of utilizing technology to enhance levels of service. The overall aim is to have the funds and trained library personnel available to provide both traditional materials and on-line informational access for users at no charge. (THC)

ED 252 257 JC 850 019

Farland, Ronnald W.
Proposals for Strengthening the Associate Degree in the California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 85
NOTE- 26p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Associate Degrees; *Community Colleges; Credit Courses; *Degree Requirements; Educational Change; *Educational Quality; Program Improvement; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Developed by the Task Force on Academic Quality for the Chancellor of the California Community Colleges, this report analyzes, discusses, and offers recommendations concerning ways to strengthen the quality of the associate degree in the state's community college system. Part I provides background on the charge of the Task Force and external influences on the scope of its deliberations. Part II provides a history of the associate degree from 1900; examines the current status of the associate degree nationally and in California; reviews prior actions taken by officials of the California community colleges concerning the integrity of the associate degree; and discusses factors affecting the number and quality of the associate degrees awarded in the state. Part III presents a proposal to amend Title 5 of the Education Code to ensure that courses applied to the associate degree are of sufficient academic rigor and are distinguishable from courses not applicable to the degree. This section also includes a preliminary discussion of issues that suggest a need to redefine the associate degree and recommendations that the Board of Governors initiate an examination of the need for redefining or restructuring the degree and that they encourage efforts to promote articulation among the state's community colleges and other educational segments. Appendices present existing minimum requirements for the associate degree, a policy statement from the American Association of Community and Junior Colleges, and a list of task force members. (HB)

ED 252 284 PS 014 792

Schaefer, Earl S.; And Others
Interpersonal Relationships and Locus of Control: Expectancy and Reinforcement Effects.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Blacks; Cooperation; Expectation; Family Relationship; Health Personnel; *Interpersonal Relationship; Interviews; *Locus of Control; Longitudinal Studies; Low Income Groups; *Mother Attitudes; *Mothers; *Parent Child Relationship; Parent Teacher Cooperation; Personal Autonomy; Psychological Patterns; Rating Scales; Significant Others; Spouses
IDENTIFIERS- Authority Figures; *Parent Behavior

This longitudinal study investigated maternal locus of control and the mother's perceptions of relationships with her husband, her own mother, her child, her child's teacher, and her child's health care provider. To determine whether the mother's behavior is related to generalized expectancies, her locus of control was also correlated with interviewer ratings of her cooperativeness during the interview. Subjects were 321 low income women whose infants were normal at birth; 72 percent were black. They were interviewed during the third trimester of pregnancy, at 4 and 12 months postnatally, and during the child's kindergarten year. Rating scales of subjects' locus of control, perceptions of family members, and cooperativeness were completed during extensive interviews. Reliabilities of these rating scales were computed with Cronbach's alpha. Multiple regression analysis showed several statistically significant relationships between locus of control and other variables. It was concluded that experiences of autonomy and control in relationships with significant family members generalize as internal versus external locus of control. In subsequent relationships these experiences are externalized through perceptions of others and behavior with others. (CB)

ED 252 298 PS 014 813

Rodriguez, Irene
Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing an Art Curriculum.
PUB DATE- Jul 84
NOTE- 53p.; Practicum Report, Nova University, 1984.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Art Education; *Curriculum Development; Divergent Thinking; *Educational Improvement; *Elementary School Students; Freehand Drawing; Grade 1; Pretests Posttests; Primary Education; *Visual Arts
IDENTIFIERS- Florida (Hillsborough County)

Research has revealed that art is an important but neglected part of every child's educational experience. To help alleviate this neglect, a practicum was conducted to plan, implement, and evaluate an art curriculum for a selected group of first-grade children. Twenty children participated in a 4-month program that focused on awareness of body parts; recognition of details; manipulation of different kinds of art materials; self-expression; feelings of pleasure and satisfaction; and skills in creativity, originality, and divergent thinking. It was anticipated that this curriculum would increase the amount of time children spent on art activities as well as improve their divergent thinking ability and skill in elaboration. Upon completion of the program implementation stage, data from evaluation instruments were analyzed. It was found that standards of performance for all objectives exceeded anticipated success rates. (Author/RH)

ED 252 313 PS 014 838

Petrini, Mariel P.
An Annotated Bibliography of the Literature Dealing with the

Importance of Encouraging Elementary Students to View Moderate Amounts of Selected Television Programs.
PUB DATE- Apr 84
NOTE- 69p.; Exit project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Consumer Education; Elementary Education; *Elementary School Students; Elementary School Teachers; Parent Influence; Reading Achievement; *School Role; Television Research; *Television Viewing

Educators must become aware of the need for helping students overcome excessive television viewing and develop selective, purposeful television-viewing habits. This study provides information to help educators select and implement educational programs with these aims. Brief annotations of 77 research articles are organized under the following topic headings: (1) Television's Effect on Children: Estabishing a Need for Moderate Viewing of Selected Television Programs; (2) Television's Effect in Relation to Viewing Time; (3) The Role of the School; and (4) The Role of the Home. A 10-page summary discusses the findings of the articles. It is concluded that excessive exposure to television hinders academic development and that, while the school can be an important influence in equipping children with the skills necessary to moderate the effects of excessive viewing, the family bears responsibility for encouraging students to view moderate amounts of selected television. It is recommended that elementary teachers provide students with a planned program to encourage moderate television viewing and inform parents of television's potential negative impact on children, that parents assume responsibility for supervising children's television viewing, and that researchers ascertain the most effective methods for developing discriminating consumers. A list of sources for materials and information on television viewing and a guideline for selecting television program for children are appended. (CB)

ED 252 341 RC 015 094

Henderson, Karla A.; Bialeschki, M. Deborah
A Needed Framework for Telling the Camping Story.
PUB DATE- Mar 84
NOTE- 12p.; Paper presented at the American Camping Association Convention (San Diego, CA, February 27-March 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Camping; Individual Needs; *Organizational Objectives; Outdoor Education; *Research; Research and Development; *Research Needs
IDENTIFIERS- *American Camping Association

A questionnaire was devised and disseminated at the 1983 American Camping Association (ACA) convention to ascertain from members the value placed on camping research. The questionnaire addressed the following concerns: who should be conducting research, how should research be disseminated, what are the important broad areas of needed research, and what research questions should be addressed. Study results indicated 88% of the respondents believed that ACA should do research; over 75% believed that research should be reviewed and reported in the Camping Magazine; areas of most research needed were the individual and camping and programming in camp; and broad areas to address were the individual and camping and management. Recommendations made in light of the study findings were: respondents and other consumers of camping research realize the value of research; value of camping to the individual appears to be the broad question in camping which needs more investigation; camping research is not viewed as the domain of one academic discipline or as the domain of only university students and faculty; and an important goal of ACA should be the dissemination of research findings that will enhance the meaning of research and promote the sharing of findings and methodologies among researchers. (ERB)

ED 252 367 RC 015 132

Janda, Janet
Content and Activities for Teaching about Indians of Washington State, Grades K-6.
Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Sep 84
NOTE- 245p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian History; American Indian Reservations; *American Indians; *American Indian Studies; Clothing; Communication (Thought Transfer); *Cultural Enrichment; Elementary Education; Enrichment Activities; Food; Housing; *Learning Activities; Maps; Recreation; *Social Studies; *Supplementary Reading Materials; Technology; Transportation; Tribes; Units of Study
IDENTIFIERS- Chinookan (Language); Chinook Jargon; *Washington

The purpose of this curriculum guide is to suggest content and appropriate activities for the study of Washington State Indians and is designed as a supplement to regular social studies curriculum for grades K-3 and 4-6. Objectives for studying about Indians in three geographic regions in Washington (the Coast, Puget Sound, and the Plateau) are to build knowledge, understanding, and appreciation for historical and contemporary Indian culture and to examine how people meet their needs through the use of natural resources, adaptation, and change. The unit of study is arranged in eight topic areas of natural environment and basic needs of people, food, shelter, clothing, transportation, communication and trade, recreation, and technology. Each topic area offers several activities which include a student learning objective, activity description, materials needed, and follow-up activities. A section for the teacher provides guidelines for evaluating and selecting American Indian materials, a selected bibliography, additional information (i.e., explorers who came to Washington, recipes, first-aid chart, Chinook words for places, description of traditional events), maps, Indian tribes and reservations in Washington, chronology, glossary, and student worksheets for activities. (ERB)

ED 252 381 SE 045 298

Friend, Harold; And Others

How Does the Use of Newsday's Science Education Series Program Affect Selected Ninth Grade Students' Comprehension of Science Reading Material?

New York City Board of Education, N.Y.

PUB DATE- 10 Jan 85

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Content Area Reading; Grade 9; Junior High Schools; Program Effectiveness; *Reading Comprehension; *Reading Materials; Science Education; *Science Materials; *Secondary School Science; Worksheets

IDENTIFIERS- *Newsday Science Education Series Program; Science Education Research

"Newsday" has developed a "Science Education Series Program" to help teachers use the newspaper effectively and with a minimum of preparation time to move content limits from the textbook to the current frontiers of research. The program consists of worksheets that advance content goals and other worksheets that advance reasoning skills and an understanding of scientific methods. This study determined how the use of this program's activities affected selected ninth-grade students' (N=136) comprehension of science reading material. Results showed no difference between students (with standardized reading and mathematics scores at least 2 years above grade level) when taught using the "Newsday" program or when taught newspaper science articles' content without the articles. However, students with standardized scores on grade level, using "Newsday's" format, scored better than students taught using other formats. This suggests that the Science Education Series program may improve students' comprehension of science reading material when students have "average" reading ability. Several questions for further research are posed based on these findings. (JN)

ED 251 989 EA 017 420

Frels, Kelly; And Others

Practical Aspects of Teacher Evaluation. Annotated Guide to a Practical Approach in the Legal Setting for Evaluation of Teacher Performance.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 84

NOTE- 45p.

AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($9.95 plus $1.50 postage) and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Classroom Observation Techniques; *Compliance (Legal); Due Process; Elementary Secondary Education; Employment Practices; *Evaluation Methods; Evaluation Utilization; Lesson Observation Criteria; *Personnel Policy; *Teacher Administrator Relationship; Teacher Discipline; Teacher Dismissal; *Teacher Evaluation; Teacher Improvement

This monograph offers practical suggestions on how to develop and implement an effective and legally viable system of teacher evaluation. Part 1, "The Legal Arena," discusses current trends in school employee litigation, suggesting that an effective evaluation process can be one of the greatest deterrents to successful employee first amendment cases, when used in conjunction with a carefully crafted documentation system. Part 2, "Formulating the Assessment or Evaluation System," provides guidelines for developing a legally sound evaluation system and policy. Topics discussed include (1) a statement of purpose; (2) repeal of prior policies and procedures; (3) procedural aspects of the policy and employee concerns; (4) personnel to be assessed; (5) personnel to do the assessing; (6) defining the areas to be assessed; (7) timelines for assessment and steps to be taken; (8) conducting the classroom observation and the evaluation itself; (9) explanation of ratings and instruments to be used; (10) remediation--growth improvement plan or directives; and (11) reassessment and consequences. A summary and conclusion follow, along with a 13-item bibliography and 9 appendixes providing a complete sample teacher evaluation system. (TE)

ED 252 022 EC 171 179

Perspectives on Deafness in Higher Education: A Look at the University of Tennessee Program. Readings in Deafness Monograph No. 8.

American Deafness and Rehabilitation Association, Silver Spring, MD.

REPORT NO.- ISBN-0-911494-09-0
PUB DATE- May 83
NOTE- 65p.
AVAILABLE FROM- American Deafness and Rehabilitation Association, 314 Thayer Ave., Silver Spring, MD 20910 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Deaf Blind; *Deafness; Hearing Impairments; *Higher Education; Intervention; *Professional Education; Program Development; Rehabilitation; *Teacher Education
IDENTIFIERS- *University of Tennessee

The publication describes the role of the University of Tennessee (UT) in providing higher education, continuing education, and resource services for education and rehabilitation of hearing impaired persons. Separate papers address the following topics: the UT teacher training program, an orientation program to serve state rehabilitation agency personnel, a project to train personnel to work with deaf blind adults, workshops on mental health services for deaf people, support services to hearing impaired college students, the Southeastern Regional Interpreter Training Consortium, rehabilitation continuing education, a project to design a 5 year state plan for providing comprehensive educational services to deaf children from birth to 21 years old, and UT's rehabilitation engineering center for the deaf and hearing impaired. A section containing annotations of publications on deafness from the UT College of Education is also included. (CL)

ED 252 127 HE 017 964

Porter, Betsy A.; McColloch, Suzanne K.
The Use of No-Need Academic Scholarships: An Update.
Pittsburgh Univ., PA. Office of Admissions and Student Aid.
SPONS. AGENCY- National Association of College Admissions Counselors, Washington, D.C.
PUB DATE- 1 Dec 84
NOTE- 38p.
AVAILABLE FROM- University of Pittsburgh, Office of Admissions and Student Aid, Bruce Hall, Pittsburgh, PA 15260.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Eligibility; *Financial Policy; *Geographic Distribution; Higher Education; National Surveys; Questionnaires; *Scholarships; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *Merit Scholarships

Policies, practices, and methods of distribution of no-need/merit awards for undergraduate students at four-year colleges and universities were studied and compared to 1982 survey results. Questionnaires were returned by 367 schools. The average dollar value of non-need undergraduate scholarships was $1,000 or less for more than half of the responding schools. While 20 schools reported their academic scholarships average $5,000 or more, 56 respondents stated that the average value was $500 or less. The average dollar value of non-need academic scholarships appeared to increase slightly since 1982. Over 90 percent of the institutions indicated that scholarships are renewed annually. Information is also provided on: the average annual value of no-need academic scholarship, the change in dollar value of renewed no-need academic scholarship, the total number of no-need academic scholarships awarded to incoming full-time undergraduates in fall 1983, the length of time the no-need award program had been in existence, the percentage of no-need academic scholarship recipients receiving need-based aid, and the geographic distribution by region of institutions awarding the scholarships. A list of the participating schools and the questionnaire are appended. (SW)

Improving Child Care through the Child Development Associate (CDA) Program.

Bank Street Coll. of Education, New York, N.Y.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- 84

NOTE- 22p.; Prepared by the CDA National Credentialing Program. Photographs and charts printed on a gray background may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Caregivers; *Competency Based Teacher Education; *Day Care; Early Childhood Education; Educational Improvement; Postsecondary Education; *Preschool Teachers; *Training

IDENTIFIERS- *CDA; CDA Credential; Child Development Associate

The aim of this booklet is to provide answers to the most frequently asked questions about the Child Development Associate (CDA) credentialing program. These questions are (1) What is the CDA program? (2) Who are CDAs? (3) Why is the CDA program important? and, (5) What is the future of the CDA program? In addition to answers to such questions, the booklet contains a table listing the number of CDAs by state as of January 1, 1984, a

summary of major findings of studies of caregiver qualifications, a list of organizations affiliated with the CDA credentialing commission, a list of states that have incorporated the CDA credential into their licensing regulations, and a chart of the current CDA credential award system and its planned expansion. (RH)

ED 252 328 RC 014 995

Migrant Education Health Program, 1983. Final Report.
Colorado State Dept. of Health, Denver.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.
PUB DATE- 83
NOTE- 56p.; For related document, see RC 015 121.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Anglo Americans; Dental Evaluation; Elementary Secondary Education; Financial Support; *Health Education; *Health Needs; Hispanic Americans; *Migrant Children; *Migrant Health Services; Migrant Problems; Migrant Programs; Nutrition; Program Costs; *Summer Programs
IDENTIFIERS- *Colorado

During 1983 the Colorado Migrant Health Program, together with the Colorado Migrant Education Program, provided students enrolled in migrant summer schools with a continuum of care which included screening and physical assessment for detection of existing and potential health problems, referral for diagnosis and treatment of identified abnormalities, case management/follow-up, and preventive and health promotion/health maintenance services. The program employed 15 nurses, 15 dental hygienists, 13 nutritionists, 29 dental students or recent graduates, and 9 nursing students. These health providers were placed in multidisciplinary teams and deployed in close proximity to all 14 migrant education summer school sites. A total of 1,724 migrant children, ranging in age from 1 to 20 years (62.6% between 5 and 10 years of age) received one or more services. To enhance the general health status of the migrant farmworker population, all health team members were responsible for participating in classroom education, discussion groups, staff in-service training, and presentations at "family nights." This report provides information on the service population, service providers, health encounters (face-to-face interaction between provider and student), health screening procedures and outcomes, most frequent diagnosis, health education activities and curriculum, financial resources, and future plans. Comparative statistics by school site are appended. (NQA)

ED 252 354 RC 015 112

Siegler, Theodore R.
Incoming Population: Where Will the People Live? Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-25
PUB DATE- Oct 79
NOTE- 5p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Characteristics; Community Services; Community Size; *Coping; Distance; Elementary Secondary Education; Evaluation Utilization; Housing Needs; Leaders Guides; Needs Assessment; Policy Formation; *Population Growth; Predictive Measurement; *Residential Patterns; Resource Materials; *Rural Development
IDENTIFIERS- *Impact Studies; *Newcomers; Small Towns

The guide describes an assessment procedure that can be used by sparsely populated communities located near a potential development to help predict where the incoming population will choose to live and shop. First, a numerical model, the "gravity model," is presented which utilizes community size and the distance from the community to the development site to determine an "attractiveness factor" which can predict locational decisions of the incoming population. Second, because distance and size will never fully explain people's actions, a list of questions about existing community facilities is provided; the answers can be used to modify the model. The guide suggests that applying the assessment procedure to all communities within potential commuting distance from the development site will result in the expected increase in population in each community, which can be further used to estimate potential growth impacts such as increased public service costs, the demand for new housing, the impact on existing facilities (e.g., water supply and schools), and potential new revenue sources. Instructions for calculating the "attractiveness factor" are included. (BRR)

ED 252 006 EC 171 162

Forbus, William R., III
Prader-Willi Disease: A Case Study.
PUB DATE- 83
NOTE- 80p.; Master's Thesis, University of Georgia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; *Behavior Modification; *Congenital Impairments; Multiple Disabilities; *Nutrition; *Obesity
IDENTIFIERS- *Prader Willi Syndrome

A case study focuses on the characteristics and physical management of a 15-year-old with Prader-Willi Syndrome, a birth defect associated with hypotonia, insatiable appetite, hypogonadism, central nervous system dysfunction, and abnormal growth and development . A literature review addresses studies dealing with behavior modification of obesity and continuous eating, nutrition counseling, and physical activity intervention. Interventions in the case study included those programed by trained personnel in the following service areas: adapted physical education, behavior modification, nutrition, nursing, dormitory living, social work, education, and speech and language. Data are reported for behavior, weight, and adjustment to physical activity. Analysis of data from the S's developmental and medical histories, continuous evaluations, previous staffing summaries, motor proficiency tests, exercise metabolism tests, progress reports and staff and parent survey forms revealed that the S made considerable progress in reaching her program goals. She was found to demonstrate most of the characteristics classic to the Prader-Willi population. Recommendations were made for programming. (CL)

ED 252 038 EC 171 195

Willings, David
The Gifted Child Grows Up.
PUB DATE- Oct 83
NOTE- 22p.; Presidential Address to the Atlantic Association for Gifted Children and Adults (October, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Creative Activities; Emotional Adjustment; Family Environment; Followup Studies; Foreign Countries; *Gifted; *Individual Characteristics; Interpersonal Relationship; Social Adjustment; Young Adults

A follow-up study of 15 gifted individuals in England and Canada over a period of 10 years following their college graduation explored the following areas: family background; preceptions of school and college experiences; career choices; persistence of creative activities in adulthood; religious and political affiliations; personal relationships; and psychological and emotional adjustment. It is suggested that the emotional problems and emotional needs of gifted children may persist in adulthood and merit further study. (JW)

ED 252 200 IR 011 463

Wiley, Ann L.
Trends in Instructional Technology: An Instructional Module.
PUB DATE- 30 Jun 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Communications; Educational Development; *Educational History; *Educational Technology; Instructional Design; *Instructional Development; *Systems Approach; Teaching Methods; Vocabulary

Learner objectives, text, practice exercises and answer sheets are provided on the history of educational technology, which includes three major periods: Audiovisual Instruction (1920-1945), Audiovisual Communications (1945-date), and Instructional Systems Analysis and Design (1950-date). The terms "educational technology" and "instructional technology" are defined; ideas, themes, and techniques characteristic of each period are discussed; and a few important contributors to educational technology are mentioned. The module concludes with a statement concerning the societal need for educational technology and speculation about the future of the field. A 7-item reference list and an 18-item test are included. (Author/LMM)

ED 252 054 FL 014 619

Huddy, Leonie; And Others
Public Attitudes Toward Bilingual Education.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American

Psychological Association (92nd, Toronto, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; *Government Role; Hispanic Americans; Knowledge Level; Majority Attitudes; *Minority Groups; Political Attitudes; *Public Opinion; *Public Support

Public attitudes toward bilingual education were explored in a survey of a national non-Hispanic sample of 1,570 individuals. Four issues were addressed: (1) the popular conception of bilingual education; (2) how informed the American public is about the bilingual education issue; (3) the level of public support or opposition to bilingual education; and (4) the underlying reasons for current public opinion, analyzed by comparing a symbolic politics approach with self-interest explanations. It was found that the public supports bilingual education, expresses definite attitudes about it, and thinks about it in many ways. A small minority saw it as an issue of cultural and linguistic maintenance, and when it was described in this way reactions were much less favorable, suggesting that public support is for programs that simply teach English to language minority children. Expressed attitudes were only minimally based on direct personal experiences, indicating the issue is more a symbolic one, with public reactions based on feelings toward Hispanics and government assistance to minorities generally. Attitudes toward bilingual education were more strongly linked to respondents' attitudes about language teaching in the schools than to stances on spending or general bilingualism. It is proposed that the symbolism of the issue may be crucial to its future in public educational policy. (MSE)

Greek Educational System, Haitian Educational System, Jordanian Educational System, Korean Educational System, Philippine Educational System, Vietnamese Educational System. Curriculum Bulletin Number 21.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- Dec 75
NOTE- 59p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Educational Background; *Elementary Secondary Education; *Evaluation Criteria; *Foreign Countries; High School Students; *Immigrants; Refugees; *School Districts
IDENTIFIERS- Greece; Haiti; Jordan; Philippines; South Korea; South Vietnam

The Greek, Haitian, Jordanian, Korean, Philippine, and Vietnamese educational systems are outlined and described to provide information about immigrant and nonresident students' educational backgrounds, and as an aid in evaluating the credentials earned by students in their own countries for placement in Chicago public schools. The information provided about each system includes, when appropriate: a sketch of its organization, for both general and vocational education; opening and closing dates; grading equivalents of A-F; compulsory years of schooling; the general academic curriculum content and proportions; typical upper secondary curriculum weekly time allotments for each course type; content of secondary school history, psychology, philosophy, civics, and mathematics courses at each level; a list of courses offered in vocational schools; cultural notes; useful educational and general vocabulary terms; and additional information sources. (MSE)

ED 252 083 FL 014 751

Ciarain, Gearoid O.
The Affective Dimension in Second/Foreign Language Learning: An Interactional Perspective. CLCS Occasional Paper No. 11.
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 84
NOTE- 46p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Environment; *Feedback; Foreign Countries; Learning Experience; *Learning Motivation; Personality Traits; *Second Language Learning; *Student Attitudes; *Student Needs

Two concepts common in the literature concerning the affective dimension of personality are attitude and motivation. Motivation is an energizing agency producing activity congruent with the learner's underlying emotional disposition. Favorable attitudes provide endurance to the motivation necessary for prolonged application to learning. In second language learning, the learner's affective characteristics influence the learning process at a deep level, shaped by cognitive, social, and situational factors. Language learning motivation can be seen as striving to participate in certain purposeful activities, the object of which is determined by the relationship between the individual's psychological state and his desired state, i.e., his need. It is not possible to predetermine individual language learning needs objectively, because they are in constant motion and their direction is determined by experience. The elements of the language learning situation can be represented schematically at several levels: needs orientation (instrumental to integrative), personal characteristics (language learning ability, social status, introvertive/extrovertive, empathy, self-confidence, etc.), the language learning context (formal or informal experience), and outcomes (linguistic competence or extralinguistic competence). This model can help interpret the factors in the learning situation as a dynamic process. (MSE)

ED 252 100 HE 015 103

Caffrey, John; Isaacs, Herbert H.
Estimating the Impact of a College or University on the Local Economy.
American Council on Education, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 71
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Computation; *Economic Factors; *Expenditures; *Government School Relationship; Higher Education; *Mathematical Models; Purchasing; *School Business Relationship; *School Community Relationship; School Personnel
IDENTIFIERS- *Economic Impact Studies

Models to assess the impact of a college on the local economy are examined. A primary objective was to derive equations for which data could be obtained from normal records kept by colleges, local governments, and businesses. The models, which are designed to be used by college presidents and their staffs, are linear cash-flow formulas, including only quantitative data. A few qualitative issues are discussed, but no specific methods are suggested for handling them. The models, which include only institutional expenditures, identify who is spending, how much they are spending, what goods and services they are buying, and where the spending is being done. The models cover economic impacts on local business, government, and individuals. In addition to tracing the rationale of the economic impact models, procedures for making the calculations are suggested. Appendices provide information on: calculating expenditure proportions; the concept of the multiplier; parameters to be considered in estimating student expenditures; determining average local time and demand deposits of faculty, staff members, and students; and tax arrangements between colleges and local governments. Data on student rental and housing expenditures by geographic regions and cities are included, along with data on faculty and staff expenditures. (SW)

ED 252 142 HE 017 997

White Faculty, Black Students: Exploring Assumptions and Practices. A Report of the Workshops (Washington, D.C., October 27-29, 1983 and April 13, 1984).

Association of American Colleges, Washington, D.C.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 27p.

AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Administrators; *Black Students; Case Studies; *Classroom Environment; *College Faculty; Higher Education; *Racial Discrimination; Student Attitudes; Student Needs; Teacher Attitudes; *Teacher Student Relationship

Workshops by the Association of American Colleges that provided faculty and administrators the opportunity to discuss racism in the classroom and to become sensitized to problems encountered by black students are described. Seven institutional case studies that describe campus projects are also provided. In addition to promoting discussion of faculty and students' needs and perceptions, the workshops were designed to result in campus projects addressing racism. Both statistical and personal information was provided to the faculty and administrator representatives of 10 campuses. Five general themes brought the campus representatives to the workshop. using better classroom environments to reduce attrition; developing ways in which to interest white faculty in the subject of racism; developing a support system for black students in which faculty and students could work together; devising less random efforts for addressing racism on campus; and learning how to improve the classroom environment. A followup workshop provided additional support for participants, as well as feedback to the workshop leaders. Appendices include a list of nine recommended reading resources and a list of participants and workshop leaders. (SW)

ED 252 156   HE 018 016

Roe, Ernest; McDonald, Rod

Informed Professional Judgment: A Guide to Evaluation in Post-Secondary Education.

REPORT NO.- ISBN-0-7022-1724-7
PUB DATE- 83
NOTE- 321p.
AVAILABLE FROM- University of Queensland Press, 5 South Union Street, Lawrence, MA 01843 ($37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- *College Programs; *Course Evaluation; *Evaluation Methods; *Faculty Evaluation; Foreign Countries; Information Sources; Peer Evaluation; Postsecondary Education; *Program Evaluation; *Questionnaires; Reports; Self Evaluation (Individuals); Student Evaluation of Teacher Performance

A guide to evaluating teaching, courses, and programs of study is presented. Basic considerations in planning and conducting evaluations in higher education are reviewed, including information sources, methods, and data reporting. The processes of self-evaluation by teachers and evaluation by colleagues and students are examined. Sources of information for evaluating course units are identified, along with over 100 questions that could be asked during the evaluation. Suggestions for conducting evaluations when time and effort are limited are also offered. Sample evaluation instruments are provided, including assessment grids and a checklist for a modular course unit. Sources of information for evaluating programs of study and teaching in general are also specified, and sample instruments are presented, including an interview schedule for graduates of the social work course, a lecture questionnaire, and a form for the assessment of teaching ability. Exercises that were used in a series of workshops on evaluative skills cover course unit approval for a journalism course and an environmental chemistry course. Examples of evaluation reports for journalism, anthropology, and surgery courses are included. Jerome A. Winston's guidelines for planning data analysis in evaluative studies are also provided. (SW)

ED 252 184 IR 011 444

Copeland, Peter

Interactive Video in Training. Computers in Personnel--Making Management Profitable.

PUB DATE- 84

NOTE- 7p.; Photographs will not reproduce. Best copy available. Paper presented at the National Conference and Exhibition on Computers and Personnel (June 26-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Audiovisual Aids; *Computer Assisted Instruction; *Decision Making; Display Systems; Interaction; Media Selection; Training Methods; *Videodisc Recordings; *Video Equipment
IDENTIFIERS- *Interactive Video

Interactive video is achieved by merging the two powerful technologies of microcomputing and video. Using television as the vehicle for display, text and diagrams, filmic images, and sound can be used separately or in combination to achieve a specific training task. An interactive program can check understanding, determine progress, and challenge viewers to inquire. Interactive video is an extremely versatile display medium which allows the use of two communication dimensions--both information delivery and response. Systems, however, are diverse in their capabilities. The key elements of an advanced interactive video system include an authoring facility, interactive presentation, management and analysis, and hardware. Hardware can include a microcomputer; optical videodisc, capacitance videodisc, or videocassette; and, in some systems, an interface controller, touch screen, and/or printer. Training applications have been varied, ranging from medical diagnosis to information delivery and response. Systems, however, are diverse in their capabilities. The key elements of an advanced interactive video system include an authoring facility, interactive presentation, management and analysis, and hardware. Hardware can include a microcomputer; optical videodisc, capacitance videodisc, or videocassette; and, in some systems, an interface controller, touch screen, and/or printer. Training applications have been varied, ranging from medical diagnosis to "surrogate travel." One effective use involves using the system to show the consequences of decisions. This report lists two references and includes figures illustrating interactive video system elements and a typical hardware configuration. (LMM)

ED 252 214 IR 050 952

Lee, Hwa-Wei; And Others

Alice at One: Candid Reflections on the Adoption, Installation, and Use of the Virginia Tech Library System (VTLS) at Ohio University.

PUB DATE- Sep 84

NOTE- 16p.; Paper presented at the National Conference of the Integrated Online Library Systems (2nd, Atlanta, GA, September 13-14, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Computers; Computer Software; Higher Education; *Library Automation; Library Catalogs; *Library Circulation; Library Networks; *Online Systems; *Systems Development; Use Studies

IDENTIFIERS- Machine Readable Cataloging; OCLC; *Ohio University; *Online Catalogs; *Virginia Tech Library System

Designed to help institutions considering library automation, this report describes the adoption, installation, and use of the Virginia Tech Library System (VTLS) at Ohio University. The report includes information on: (1) a task force created at Ohio University in 1978 to explore an automated circulation system; (2) installation and tape loading of the chosen system; (3) inauguration and upgrading of the system; (4) networking, including service to regional libraries and service to public libraries; and (5) difficulties encountered and lessons learned, including estimating equipment needs, estimating other costs, loading archival types, availability of the system during loading, securing the database, turnover in VTLS personnel, and delays in developing promised subsystems. Appendices include a diagram of OCLC-VTLS complementarity, sample online public access catalog screens and sample circulation screens, a list of equipment and its location on campus, a diagram of the intra-university computing network, and a map of Ohio's proposed microwave interconnect system. (THC)

ED 252 229 IR 050 969

Moeller, T.; Mushonga, B. L. B.
Use of Information and Documentation for Planning and Decision-Making. Summary Report and Proceedings of Joint ESAMI/PADIS/DSE Seminar (Salisbury, Zimbabwe, August 3-7, 1981).
Zimbabwe Government Library Service, Salisbury.
REPORT NO.- DOK-1099-A/a; S-28-68-81
PUB DATE- Aug 81
NOTE- 123p.; Seminar organized with the assistance of Eastern and Southern African Management Institute (ESAMI) and UN-Economic Commission for Africa, Pan-African Documentation and Information System (ECA-PADIS). For related documents, see IR 050 957-959 and IR 050 967.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conference Proceedings; *Decision Making; *Developing Nations; Documentation; Information Needs; Information Retrieval; *Information Science; Information Storage; *Information Systems; *Library Planning; Library Role; National Libraries; *National Programs; Program Development
IDENTIFIERS- *Zimbabwe

The aim of this seminar was twofold: to make senior civil servants of Zimbabwe aware of the importance of information and documentation for planning and decision-making, and to introduce the concept of a national information and documentation center (NIDC) as designed by the United Nations Economic Commission for Africa, Pan-African Documentation and Information System (ECA-PADIS). The first half of the seminar was devoted to user education and the promotion and design of a national Zimbabwe information and documentation program. The second half was devoted to special issues of the PADIS concept, including computer requirements, information storage and retrieval techniques, and document analysis procedures. This report includes the proceedings, recommendations, and results of the seminar; the program; a list of participants, lecturers, and staff; reprints of three articles on the seminar that appeared in "The Herald"; and the following addresses and papers: (1) "The Use of Information and Documentation for Planning and Decision-Making" (Dr. F. M. Shava); (2) "A National Library Service as a Focal Point for an Information and Documentation Service for Planning and Decision-Making" (J. L. Culverwell); (3) "The Need for a National Information and Documentation Centre (NIDC) in Zimbabwe" (M. Malianga); (4) "The Role of Libraries, Information and Documentation Centres in National Development" (O. T. Mupawaenda); (5) "Information and Documentation Services in Zimbabwe" (B. L. B. Mushonga); (6) "The Concept of a National Information System in Zimbabwe" (S. R. Dube); (7) "Some Notes on the Use of Data for Planning and Decision-Making" (G. M. Mandishona); (8) "Role of Information in Decision-Making" (A. Musana); (9) "Information Processing: Coping with the User's Needs" (F. Inganji); (10) "Planning Economic Growth with Equity and Implications for Data Systems" (T. R. Muzondo); and (11) "The Computer System Requirements for Zimbabwe's PADIS--NIDC Proposals" (N. B. Chitepo). (THC)

ED 252 258 JC 850 021

Petersen, Allan; Cepeda, Rita
Ethnic Studies, Policies, and Programs: A Response to Assembly Concurrent Resolution 71.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 85
NOTE- 36p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Educational Legislation; *Ethnic Studies; *Graduation Requirements; Policy Formation; *Program Costs; State Legislation; State Standards; State Surveys; Two Year Colleges
IDENTIFIERS- *California

Assembly Concurrent Resolution 71 (ACR 71) requests California's three public segments of higher education to review those policies and programs that are aimed at ensuring that all graduates "possess an understanding and awareness of non-white ethnic groups" and to consider adopting necessary policies to ensure that goal. This report reviews existing community college ethnic studies programs and policies conforming to the guidelines of ACR 71, provides a summary of fiscal support sources for such offerings, and suggests areas in which policy changes may be needed to address deficiencies. Part I provides background to the development of ethnic studies programs and the debate concerning the importance of these programs that led to the passage of ACR 71. Part II highlights ACR 71 requirements and the actions taken by the State Chancellor's Office in compliance. Part III presents findings from a study of ethnic studies policies and courses in California's community colleges, including information on non-instructional support and fiscal implications. Part IV outlines policies, programs, courses, and other actions designed to promote the goal expressed in ACR 71 at both system and local levels; and offers three policy options for consideration by the Board of Governors. Appendices include the study questionnaire and a sample course approval format. (HB)

ED 252 285 PS 014 793

Honig, Alice S.; Wittmer, Donna S.
Teacher-Toddler Day Care Interactions: Where, What and How.
PUB DATE- Jul 84
NOTE- 18p.; Paper presented at the International Symposium on Intervention and Stimulation in Infant Development (1st, Jerusalem, Israel, July, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Classroom Techniques; *Day Care Centers; Discipline; Early Childhood Education; Interaction Process Analysis; *Interpersonal Communication; Low Income Groups; Naturalistic Observation; *Sex Differences; *Teacher Student Relationship; *Toddlers

If professionals are to learn how to maximize the positive effects and minimize the negative effects of day care, they must focus their efforts on the ways caregivers interact with children. This research provides a detailed and intimate look at the conditions under which caregivers interact with low income toddlers. Fifty subjects, ages 24 to 30 months, were observed in seven urban day care centers. Half were boys and 35 were black. APPROACH, an ecological technique for coding child interactions with peers, objects and caregivers, was used to record 80 minutes of each child's behavior equally across five settings over several days. Caregiver interactions with toddlers were subsequently coded for activity setting, toddler circumstance, type of teacher interaction, and the outcome of the interaction. Results indicated that teachers initiate little communication during eating or gross motor play, and that very few teacher bids were ego boosting, although children responded positively to this behavior. Negative controlling bids had much lower rates of compliance. While most interaction involved teaching or questioning, very few questions were open-ended. Also, teacher bids to boys were more likely to follow misbehavior and were more likely to be negatively controlling than bids to girls. The implications of the results are discussed in terms of increasing teacher sensitivity and skills in interaction situations so that day care can become a truly positive intervention experience. (CB)

ED 252 299 PS 014 814

Copeland, Margaret Leitch
How to Design and Implement a Substitute Teacher Training Program for Head Start Parents.
Head Start Training Office, South River, NJ.; New Jersey Head Start Training/Resource Center, Sewell, NJ.
PUB DATE- Nov 84
NOTE- 76p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Ladders; Educational Assessment; Employment Practices; *Parent Participation; Preschool Education; Program Administration; *Program Design; *Program Implementation; *Substitute Teachers; *Teacher Education; *Training Methods
IDENTIFIERS- *Project Head Start

The purpose of this manual is to provide guidelines for developing and implementing a substitute teacher program for Head Start parents. Designed for Head Start education coordinators, directors, teachers, parent involvement coordinators, policy council members, and parents, the guide offers a step-by-step procedure including a program needs assessment, a sales campaign addressed to agency decision makers, a 60-hour training program and suggestions for setting up the program, substitute employment procedures, and answers to common questions asked by personnel who operate programs. Appended materials include a training schedule for substitute teachers, a sample training time sheet, and a sample certificate to award to individuals completing substitute teacher training. (RH)

Report and Recommendations to the President of the United States.
Presidential Commission on Indian Reservation Economies, Washington, DC.

PUB DATE- 30 Nov 84
NOTE- 165p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($7.50, GPO Stock Number 040-000-00482-8).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Reservations; American Indians; *Capital; Developing Nations; *Economic Development; Economic Opportunities; *Entrepreneurship; Federal Government; Federal Indian Relationship; Industrialization; *Labor Force Development; Modernization; State Government; Technical Assistance; Tribes
IDENTIFIERS- *Presidential Comm on Indian Reservation Economies; Reagan Administration; *Tribal Government

The Presidential Commission on Indian Reservation Economies was established by Executive Order 12401 on January 14, 1983 to identify obstacles to Indian reservation economic development and to promote the development of a healthy private sector on Indian reservations. Nine appointed Commissioners, six Indians and three non-Indians, spent more than a year working with Indian tribes, federal, state, local governments and businesses to: identify specific impediments to Indian reservation development; analyze interrelationships among problems; propose and refute among themselves different conceptual approaches to solving problems; and deliberate on appropriate recommendations to be made to the President. Part I of the report contains the 37 recommendations of the Commissioners in reference to development framework (modernization of tribal governements, coordination of government support systems); capital formation (private ownership of tribal enterprises, Indian tax status); business development; labor markets (wage rate regulation, right to work); and development incentives. Part II provides the findings upon which the recommendations were made and presents a systematic identification of the problems found. Appendices include a population profile, budget breakdown for federal Indian domestic assistance, national hearing sites and names of individuals testifying, an overview of the private sector opportunities and constraints study, and a discussion of tribal water rights issues. (ERB)

ED 252 368   RC 015 133

Smith, Kemper D., III
Beyond Wilderness Skills: Education for Individual and Group Development.
PUB DATE- Apr 84
NOTE- 20p.; Paper presented at the Annual American College Personnel Association Conference (Baltimore, MD, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Educational Objectives; *Educational Theories; Higher Education; Nontraditional Education; *Outdoor Activities; Outdoor Education; *Program Content; *Staff Development; *Student Development
IDENTIFIERS- *Wilderness Education Programs

In recent years, an increasing number of educators have opted for non-traditional programs that afford students opportunities that traditional classroom experiences do not. Many educators are utilizing the wilderness environment as a means of providing students and staffs with an experientially-based developmental program. Activities such as rock climbing, rappelling, backpacking, and whitewater rafting serve as the teaching medium to promote personal development and increase students' understanding and application of group process skills. The purpose of this paper is to provide a comprehensive explanation (grounded in educational theory) of why and how to develop a wilderness program as a part of staff and student development activities. Stetson University's program, "The Staff Wilderness Adventure Trip," is used as a case example and describes how the Department of Residential Life's upper level staff (14 persons) participates in a fall, 5-day staff adventure trip to the north Georgia mountains and South Carolina's Chattooga River. Appendices provide a chart on the theory of challenge/response; a synopsis of the activity schedule; a list of activities in which participants were involved; general and specific objectives for the planned activities; and evaluation responses from residential life staff members who participated in the staff wilderness adventure program. (Author/ERB)

ED 252 114 HE 017 926

Abrioux, Dominique; And Others
Non-Traditional Education and Organizational Change: The Case of Athabasca University.

PUB DATE- 28 Oct 84
NOTE- 30p.; Paper presented at the Joint Conference of the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; *Distance Education; Employment Practices; *External Degree Programs; Higher Education; *Nontraditional Education; *Organizational Change; Organizational Theories; *Personnel Policy; *Research Needs; Teacher Role
IDENTIFIERS- *Athabasca University AB

Organizational change in the context of nontraditional education is discussed, with attention to Athabasca University (AU), which offers external degree programs in Canada. After considering the evolution of the role of academic faculty at AU, attention is directed to the role of research in the innovative, nontraditional university. Although AU's undergraduate degree requirements may be completed entirely through home study, students are provided a variety of support services, the most important of which is a telephone tutor. AU changed its approach to managing academic affairs: home study editors and instructional developers are no longer in separate organizational units. Original goals were to be innovative by promoting interdisciplinary inquiry and by developing curricula responsive to adult learners' needs. However, cost and time constraints resulted in course content and program development being patterned on existing offerings in other universities. The reasons for these outcomes are explored. Consideration is also given to research activities and terms and conditions of employment for academic staff. The case study is placed in the context of several paradigms of organizational decision-making: the rational/bureaucratic model, the democratic/collegial model, the political model, and the anarchic model. (SW)

ED 252 243 IR 050 985

Sanchez, James Joseph
Increasing Special Library Collection Use in Very Computer Intensive Environments: Automatic Bibliographic Compilation and the Dissemination of Electronic Newsletters.
PUB DATE- Nov 83
NOTE- 37p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cataloging; Computer Software; Information Dissemination; *Library Automation; Library Collections; Library Technical Processes; Newsletters; *Special Libraries
IDENTIFIERS- *Electronic Publishing; *Scientific and Technical Information

This paper describes the development and implementation of an automatic bibliographic facility and an electronic newsletter created for a special collection of aerospace and mechanical engineering monographs and articles at the University of Arizona. The project included the development of an online catalog, increasing the depth of bibliographic description, providing the beginnings of a comprehensive citation index for selected subjects, and developing an automatic bibliographic facility and local area electronic newsletter. Appendices, which make up the major part of the report, comprise: (1) the full code listing for the search program, written in FORTRAN 4, which demonstrates the relative simplicity of the facility for developing bibliographies; (2) the help note written to aid the user in implementing a search; and (3) the full text of an electronic newsletter (the IGEL Bibliographer) developed to make all bibliographic searches available within the interested group. The sample newsletter includes short bibliographies on eigenvalues, geometric nonlinearities, and composites. A source code listing of a single descriptor search facility is included as an addendum. (THC)

ED 252 314 PS 014 839

Hinitz, Blythe; And Others
Matrix Games: An Innovative Path to Computer Literacy.
PUB DATE- 9 Nov 84
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Early Childhood Education; *Educational Games; Instructional Materials; *Kindergarten Children; *Preschool Children; Teacher Developed Materials
IDENTIFIERS- *Matrix Games

This presentation reports the first phase of a multi-phase project to develop computer readiness materials for children. Materials are intended to prepare children to work with computer-assisted instructional programs. This first phase of the research involves designing and testing matrix boards, which are used to teach preschoolers and kindergarteners the parts of the computer and to reinforce concepts such as big and little, geometric figures, and colors. The matrix boards, which can be made by teachers and day care workers at low cost, are designed to be used in simple transactional games such as "Simon Says" and "Concentration." The use of these matrix boards is based on the learning principles of Bloom, Hunt, and Piaget, as well as on Moore's and Gotkin's ideas about individualized instruction which emphasize the child's taking the initiative in learning and/or taking the teacher's role with other children. The matrix boards initially used in the project were modeled on the original Gotkin Language Matrix Boards, but they were modified after a pilot test with 50 children ages 3 to 5. Appendices to the report include an example of a game matrix, a sample lesson, guidelines for transactional instructional games, and a song about the parts of the computer. (CB)

ED 252 382 SE 045 299

Scottish Environmental Education Committee Annual Report, 1983.
Scottish Environmental Education Committee, Glasgow.
PUB DATE- Mar 83
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Conferences; Cooperative Programs; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Higher Education; Publications
IDENTIFIERS- Scotland; *Scottish Environmental Education Committee

This 1983 annual report of the Scottish Environmental Education Committee (SEEC) provides summaries about: (1) committee membership; (2) the annual SEEC conference; (3) SEEC committee structure; (4) the development of an environmental education information service; (5) publications; (6) links with formal education; (7) links with other organizations; and (8) finances. A separate report on the SEEC annual conference (March 12, 1983) is included in an appendix; in addition to highlighting conference proceedings and listing SEEC goals, this report presents in tabular form the cases for and against four curriculum innovation strategies (infusion of existing subject disciplines, separate identifiable modules, new subject areas, and ethos of school and society). (JN)

ED 252 023 EC 171 180

Hill, Nancy C.; And Others

Handicapped Adolescent Delinquents: Educational Diagnosis and Tutoring.

PUB DATE- Sep 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Delinquency; *Disabilities; *Mathematics Instruction; *Reading Instruction; *Tutoring

Relevant and appropriate instruction for handicapped adolescent delinquents was the focus of a study involving 31 incarcerated handicapped Ss. Instruction was planned based on pretest performance on the Wide Range Achievement Test, the KeyMath Diagnostic Arithmetic Test and the Analytical Reading Inventory. Ss were tutored for 2 hours per week for 9 weeks. Results of post-tests revealed significant gains in reading raw scores, mathematics raw scores, and mathematics grade equivalent scores. There were no significant gains in spelling raw scores or grade equivalent scores. Results indicated a need for: (1) instruments designating what to teach; (2) research on the effects and need for diagnostic instruments that provide instructional objectives; and (3) research on the relevance and appropriateness of assessment and intervention techniques within regular classroom settings as well as special education settings. (CL)

ED 252 039 EC 171 196

Kravetz, Nathan
Looking at the Special Needs of Gifted Girls.
PUB DATE- 2 Nov 84
NOTE- 19p.; Paper presented at the Annual Institute for the Gifted (2nd, Los Angeles, CA, November 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); Enrichment Activities; Enrollment Trends; *Females; *Gifted; *Mathematics Instruction; *Science Instruction; Secondary Education; *Sex Stereotypes; Talent Identification

The educational experiences and special needs of gifted girls at elementary and secondary levels are discussed. It is noted that enrollment of women in college science and mathematics courses remains disproportionately low. It is felt that girls in grades 7 and up are not encouraged to participate fully in math and science courses. Special sections of math and science courses offered for girls only, with a supportive female role model as teacher, are suggested as a more positive environment for growth that would attract gifted female students. Additional topics discussed include acceleration within subjects, skipping a grade, narrow academic specialization, identification of gifted students, and enrichment activities. (JW)

ED 252 128 HE 017 965

Ochs, Peter
On the Search for Academic Community.
PUB DATE- 26 Oct 84
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of General and Liberal Studies (San Francisco, CA, October 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Curriculum; *College Environment; College Faculty; Conferences; Core Curriculum; Educational Objectives; General Education; Group Experience; Higher Education; Humanism; *Interprofessional Relationship; Liberal Arts; Problem Solving; *Scholarship; Student Motivation; Teacher Morale; Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- *Collegiality; *Liberalism

Issues concerning the college as a community of inquiry, scholarship, and learning are considered, based on a 1982 conference at Colgate University. The conference addressed the problem of non-community in the academy, along with different conceptions of solving this problem. Conference participants described both typical experiences of academic malaise and their views of the structural deficiencies that contribute to the malaise. Participants noted that a sense of shared commitment among colleagues, which was once experienced, is now absent. The following perceptions were expressed: that students and teachers operated as independent agents, without a shared purpose or shared educational vocabulary; that there was no common language of discourse to mediate among private perceptions; and that expectations of administrators, teachers, and students differed. For students, the problem was seen to be curricular confusions. The conference also addressed the following: problems addressed by the general education movement, causes and effects of professionalization of the faculty, the option of pursuing classic liberalism, the option represented by core curriculum programs, and the ideology and history of liberal humanism. (SW)

ED 252 170 HE 018 054

Olswang, Steven G.; Lee, Barbara A.
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ASHE-ERIC Higher Education Research Report No. 5, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-14-4
PUB DATE- 84
NOTE- 90p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *Accountability; Compliance (Legal); Consultants; Faculty College Relationship; Faculty Evaluation; *Faculty Workload; Federal Regulation; Higher Education; *Intellectual Property; Legal Responsibility; *Multiple Employment; Participative Decision Making; *Professional Autonomy; Standards; Teacher Morale; Teacher Responsibility; Teacher Student Relationship; Tenure

The issues surrounding faculty academic freedom and institutional accountability are considered. After reviewing the evolution of academic freedom and tenure, attention is directed to issues prompting greater accountability by institutions and individuals, and the compatibilities and conflicts arising from the emerging requirements. Recommendations are offered to avoid unnecessary problems between faculty and administrators while preserving the concepts of academic freedom and tenure. Colleges have faced increasing requirements to account for funds they receive and to respond to inquiries about efficiency and effectiveness. As a result, colleges have had to enact and enforce limitations on faculty that address: permissible levels of outside consulting, consulting for business/industry and conflicts of interest, ownership of patents and copyrights, and proper conduct with students. Violations of new rules become valid cause for faculty discipline or dismissal. Although increased regulation of faculty conduct may not be inconsistent with academic freedom, it does seriously affect faculty morale and job satisfaction. One mechanism to offset the negative effects on faculty is to involve faculty in studying and implementing regulations for professional conduct. (SW)

ED 252 201 IR 011 464

Clyde, Laurel; Joyce, D. Joan

Computers and School Libraries: An Annotated Bibliography. Occasional Monographs No. 1.

Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).

REPORT NO.- ISBN-0-909561-30-3
PUB DATE- 83
NOTE- 171p.
AVAILABLE FROM- Centre for Library Studies, Riverina College of Advanced Education, PO Box 588, Wagga Wagga, New South Wales, Australia 2650 ($13.00 Australian per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; Computer Managed Instruction; *Computers; *Computer Software; Foreign Countries; Learning Resources Centers; *Library Automation; Library Material Selection; *Library Technical Processes; Publications; *School Libraries
IDENTIFIERS- Australia; *Computer Uses in Education

This bibliography provides a guide to the literature available as of August 1983 on computers (particularly microcomputers) and school libraries. References include annotations of articles, books, papers, and reports written in English, and some nonprint materials (many citations are from Australian publications). The selection, organization, and use of computers and computer software in school libraries are covered, including such administrative functions as circulation, indexing, cataloging, and record-keeping, and the use of computers as educational resources. General works on computers useful to the school librarian are also cited. Entries are presented in one alphabetical sequence by author and provide information on author, title, place of publication, date, and page numbers where applicable. Annotations indicate the scope and content of the work, and in some cases provide evaluative comment. Where appropriate, references are made to works which are similar in scope and coverage, or which provide background information on a different perspective on the topic. Subject and author indexes are included, as well as a glossary of acronyms and abbreviations and a list of journals cited. (LMM)

ED 252 272 PS 014 607

Mockenhaupt, Robin
Starting Early: A Guide to Federal Resources in Maternal and Child Health.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 84
NOTE- 86p.
GRANT- DHHS-MCJ-111-002-01-0
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Accident Prevention; *Adolescents; Annotated Bibliographies; Child Abuse; Child Development; *Children; Day Care; Dental Health; Disabilities; Diseases; Drug Use; Federal Government; *Females; Genetics; *Health Education; *Health Materials; Medical Evaluation; *Mothers; Multilingual Materials; Nutrition; Parenting Skills; Pregnancy; Prenatal Influences; Resource Materials; Spanish; Special Health Problems
IDENTIFIERS- Child Mortality; Sudden Infant Death Syndrome

Designed to simplify the search for federal government resources on maternal and child health, this guide was prepared for use by health professionals, educators, administrators, and the general public. It describes over 250 print and nonprint (posters, audiovisuals) resources in prenatal, infant, child, and adolescent health. The guide is divided into three sections: (1) maternal and child health; (2) infant, child, and adolescent health; and (3) appendix. Resources are grouped by topic and audience and are listed alphabetically by title within each topical category. Each entry includes information on price and source and a brief annotation. Some materials are available in Spanish. The section on maternal and child health includes materials on women's health, prenatal care, high-risk pregnancies/genetics, and adolescent pregnancy. The section on infant, child, and adolescent health covers the topics of parenting/child development, children with special needs, childhood illness, sudden infant death syndrome, nutrition, day care, child abuse, accident prevention, dental health, adolescent health, assessment and screening of children, and morbidity/mortality. The appendix includes alphabetical indexes by title and by subject; complete ordering information; and lists of important state, regional, and federal contacts in maternal and child health. Also included is a list of Federal Health Information Centers that may provide additional information on particular topics. (CB)

ED 252 329 RC 015 023

Garcia, Eugene E., Ed.
The Mexican American Child: Language, Cognition, and Social Development.
Arizona State Univ., Tempe. Center for Bilingual Education.
REPORT NO.- ISBN-0-912421-00-2
PUB DATE- 83
NOTE- 195p.
AVAILABLE FROM- Bilingual/Bicultural Education Center, College of Education, Arizona State University, Tempe, AZ 85287 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Biculturalism; Bilingual Education; Code Switching (Language); *Cognitive Development; *Cognitive Style; Cultural Influences; Educational Environment; Elementary Secondary Education; Ethnicity; Family Relationship; *Language Acquisition; Language Proficiency; Mexican American Education; *Mexican Americans; Second Language Learning; *Social Development; Student Motivation; Teacher Attitudes

The nine articles are divided into three general topics: language, cognition, and social development. Eduardo Hernandez-Chavez discusses strategies in early second language acquisition and their implications for bilingual instruction. Eugene E. Garcia, Lento Maez, and Gustavo Gonzales examine the incidence of language switching in Spanish/English bilingual children of the United States. Arnulfo G. Ramirez reviews the assessment of the bilingual proficiency of Mexican American pupils. Edward A. De Avila, Sharon E. Duncan, Daniel M. Ulibarri, and James S. Fleming examine the issues related to predicting the academic success of language minority students from developmental, cognitive style, linguistic and teacher perception measures. Olivia N. Saracho discusses the relationship of teachers' cognitive styles and ethnicity to predictions of academic success and achievement of Mexican American and Anglo American students. The cognitive correlates of bicultural achievement motivation are discussed by Tracy C. Gray. Evie McClintock, Mariluise Prieto Bayard, and Charles G. McClintock examine the socialization of social motivation in Mexican American families. Spencer Kagan discusses social orientation among Mexican American children which provides a challenge to traditional classroom structures. The monograph concludes with a discussion by Rosita Daskal Albert of a study of Mexican American children's and teachers' perceptions and interpretations of behavior. (NQA)

ED 252 355 RC 015 113

Rimbey, Neil R.
Growth Impacts on Public Service Expenditures: Some Questions for the Community. Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-26
PUB DATE- Oct 79
NOTE- 5p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Planning; *Coping; Costs; Educational Demand; Fire Protection; Health Services; Leaders Guides; *Needs Assessment; Police; Policy Formation; *Population Growth; *Residential Patterns; Resource Materials; Road Construction; Waste Disposal; Water Resources
IDENTIFIERS- *Impact; Newcomers; *Public Services

Defining public services as the basic community/regional services which are provided to residents through tax receipts and service charges, this publication identifies variables for each service group and presents them in the form of questions that communities should find useful when analyzing impacts of growth. After listing questions dealing with the two key variables--the number of new people and where they will be located--the guide propounds questions about education, fire and police protection, roads, and streets, health care, sewage collection and treatment, water, and solid waste collection and disposal. Sample questions include: How many students will be added to the local school system? Will new school buildings be needed, and when? What is the estimated number of new households in the fire service area and where are they located? Will new residents be a higher crime risk group? How many miles of new roads will be needed and at what cost? What age group dominates the new population? Will the incidence of illness be higher than now? What is the estimated number of new sewage connections? Is expansion of existing water lines necessary? How much additional refuse will be generated by the new population? Suggested information sources conclude the document. (BRR)

ED 251 990 EC 171 144

Kolman, Peter

Truth-Beauty-Goodness: Philosophy Units for Gifted Students (Middle and Secondary Grade Levels). Programs for Gifted Students.

Bucks County Intermediate Unit 22, Doylestown, Pa.

PUB DATE- 81

NOTE- 18p.; For related documents, see EC 171 145-152. Brief introductory material precedes the units (the bulk of the document).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Gifted; Junior High Schools; Learning Activities; Middle Schools; *Philosophy; Units of Study

IDENTIFIERS- Adler (Mortimer)

This document, one in a series of nine units of study developed for middle and junior high school gifted students outlines an introduction to philosophy based on Mortimer Adler's conceptions. Adler simplified the study of logic into the study of truth, the study of aesthetics to that of beauty, and distilled the study of ethics to the study of goodness. The units focus on these simplified studies: truth, beauty, and goodness. Each of three units presents narrative information followed by suggested activities, topics and readings (including texts, fiction, and poetry). (CL)

ED 252 007 EC 171 163

Someday I May Want to Know about...Leisure and Recreational Activities for Children and Adults with Mental Retardation. A MCARC Information Sheet.

Montgomery County Association for Retarded Citizens, Rockville, MD.

REPORT NO.- MCARC-984-5792
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; *Community Programs; *Leisure Time; *Mainstreaming; *Mental Retardation; Parent Role; *Recreational Activities

The fact sheet considers the importance of recreation and leisure time activities for people with mental retardation. A case is made for mainstreamed services, and suggestions are offered for families seeking to procure successful mainstreamed experiences in community recreational programs. Among suggestions are adapting family games to the person's skill level, using other people in helping roles to insure the success of mainstreamed activities, helping educate the community by expecting appropriate behavior and not making exceptions, and encouraging cooperative rather than competitive play at home and in the neighborhood. The paper concludes with listings of activity ideas appropriate to different ages, including single person activities, social activities, arts and crafts, active games and sports, table games, expeditions, and hobby possibilities. (CL)

ED 252 383 SE 045 300

Fatkin, Barbara, Ed.
Controlling Energy Through Microprocessor Utilization. An Energy Task Force Publication.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Energy Task Force, Washington, D.C.
PUB DATE- 80
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Computer Oriented Programs; Costs; *Energy; Higher Education; *Management Systems; *Microcomputers; Program Development; *Purchasing
IDENTIFIERS- *Energy Management

This seven-chapter publication was designed to assist administrators, architects, and engineers in understanding the functions of microprocessor-based energy management systems. The information provided can be used by these individuals to develop an energy management project, select the proper system, and accurately install the system to fit specific user needs. The chapters are: "Commitment and Need" by Charles Braswell; (2) "System Planning" by Carl Fulp and Don Holberg; (3) "System Design" by Laird Sloan; (4) "Types of Control Systems" by Dale DeHart; (5) "Sources and Costs" by Carl Fulp; (6) "Purchasing Procedures" by David Lane; and (7) "Selling the Energy Management System" by Charles Braswell. Lists of major suppliers of energy management systems and of microprocessor supplies are provided in appendices. (JN)

ED 252 055 FL 014 706

Language for Travel Syllabus. Field Test.
Chicago Board of Education, Ill.
PUB DATE- 79
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Descriptions; Curriculum
Guides; *Daily Living Skills; *Educational Objectives; Elementary
Secondary Education; Foreign Countries; *Interpersonal
Communication; Listening Skills; Public Schools; Reading Skills;
*Second Language Instruction; Speech Skills; *Travel

The course outline for instruction in language use in foreign travel is not language- or culture-specific but provides a framework for teachers to develop language-specific courses and materials at any appropriate upper elementary or secondary level. Its general objectives are to generate sudent interest in travel, develop student communicative confidence, help achieve understanding and appreciation of another people's culture, and stimulate further foreign language interest. The outline provides a series of topical units covering trip planning, arrival, lodging, food, purchases, sightseeing, and emergencies. Each unit consists of a list of related subtopics that may be broad enough to develop into full units, a list of vocabulary areas, cultural subareas, and specific suggested activities to develop in the classroom. A sample lesson plan for the unit on purchases is included. (MSE)

ED 252 070 FL 014 725

Danahy, Michael

Pedagogical Self-Image Is the Key to Better Student-Teacher Interaction.

PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Materials; *Language Teachers; Literature Reviews; Preservice Teacher Education; *Second Language Instruction; *Self Concept; *Teacher Attitudes; *Teacher Student Relationship

Imagery and metaphors for language teaching, language teachers, and language students that appear in the literature of language teacher training do not reflect a sense of mutual teacher-student cooperation or complementarity, but may instead show why most second language students seldom achieve more than minimal language proficiency. Terminology currently in use includes references to students as raw materials and teachers as cooks, teaching as a cultivating or nurturing activity, the teacher as alchemist, the teacher as marksman with language or group as a "target," the teacher as fisherman "casting a net" or "streaming" students, teaching as production, the teacher as caretaker, the teacher as clinician and the student as client, and teaching as performing arts. In most cases, the teacher is seen as active and the student as passive. If these metaphors and images represent the language teaching profession's collective values and typical attitudes, examination of them may also help to understand the conditioned teacher-student relationship, to see the factors that shape productive or unproductive attitudes, and to contribute to greater teacher freedom and creativity in choosing appropriate self-images for the classroom. As long as the profession continues to think and feel in terms of the current metalanguage of language teaching, it will not be able to promote the kind of language-using activities in which there is as much student involvement and as little teacher direction as possible. (MSE)

ED 252 084 FL 014 753

Datos Historicos de Puerto Rico (Historical Facts on Puerto Rico). Preliminary Edition.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75
NOTE- 59p.; Portions may be marginally legible.
LANGUAGE- Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *Art History; Bilingual Education; *Cultural Awareness; Cultural Education; *Dance; Folk Culture; Indigenous Populations; Instructional Materials; *Latin American Culture; *Latin American History; Puerto Ricans; Teaching Guides
IDENTIFIERS- *Puerto Rico

A volume of information about Puerto Rican history and culture is designed for use by teachers in the bilingual education program of the Chicago public schools to support cultural awareness among native Spanish-speaking students. Six chapters outline important information concerning: the history of Puerto Rico, some aspects of the life of the Indians, a historical synopsis of arts and crafts, the life and development of Puerto Rican dance, popular iconography, and brief biographies of 76 prominent Puerto Ricans. The text is entirely in Spanish. (MSE)

ED 252 115 HE 017 928

Stampen, Jacob O.; Fenske, Robert H.

A Four-State Comparison of Expenditures and Income Sources of Financial Aid Recipients in Public Colleges and Universities.

PUB DATE- 84
NOTE- 44p.; Paper presented at the Joint Conference of the Association for the Study of Higher Education and the American Educational Reesarch Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Dependents; Family Income; Grade Point Average; Grants; Higher Education; Minority Groups; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; Parent Financial Contribution; Scholarships; *State Colleges; State Surveys; *Student Characteristics; Student Employment; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- Arizona; California; *College Costs; New York; *Public Colleges; Wisconsin

The way public college students finance college was studied, based on student resource and expenditure surveys from four states: Arizona, California, New York, and Wisconsin. Comparisons were made of demographic and academic variables, as well as expenditure patterns of students receiving different kinds of aid. The following four aid recipient categories were used: (1) aid is received from at least one federal, state, or institutional program based on a stringent needs analysis test (e.g., Pell program criteria); (2) aid is received on the basis of a less stringent needs analysis (e.g., Guaranteed Student Loan criteria); (3) aid is received from programs without needs tests; and (4) aid is not provided. Student characteristics and resource and expenditure patterns were dramatically similar across the different student groups and states. Students in all four aid recipient categories paid proportionately similar amounts to attend college. Overall the data indicate that the costs of college attendance are similar for all students, given the characteristics of their colleges. The findings are illustrated by numerous graphs, bar charts, and statistical tables, and appendices identify specific types of expenditures, along with types of financial resources used for each expenditure category. (SW)

ED 252 143 HE 018 003

Mentkowski, Marcia; And Others
Developing a Professional Competence Model for Management Education. Final Report to the National Institute of Education, Research Report Number Ten. Revised.
Alverno Coll., Milwaukee, Wis.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82

NOTE- 369p.; For related documents, see HE 018 004 and ED 239 557-565. This document supersedes ED 239 566.
GRANT- NIE-G-77-0058
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Business Administration Education; Career Ladders; *Competence; Educational Background; Employment Experience; Females; Higher Education; *Job Performance; Job Satisfaction; *Management Development; *Models; Questionnaires; Skill Development; Work Environment
IDENTIFIERS- *Alverno College WI; Wisconsin (Milwaukee); Women Administrators

Abilities needed for effective managerial performance were identified and sequenced to improve the management curriculum at Alverno College. Performance, perceptions, and careering and professional development of 103 women managers and executives from 53 Milwaukee private corporations were evaluated using a performance measurement system. A managerial competence model was developed, and over 500 behavioral examples of managerial abilities were identified based on particular job contexts. Using the Behavioral Event Interview, managers identified behaviors they judged to be critical to their job performance. Competencies demonstrated by the managers were coded for frequency, and the developmental sequence of the skills was determined. The Behavioral Event Interview Writeup was used to translate the information from the oral interview to a form for coding competencies. The Management Performance Characteristics Inventory was used to rate abilities descriptive of outstanding managers and average managers. In addition, the Management Careering Questionnaire was administered to obtain information on the managers' position, experience and advancement, success/satisfaction, education, personal roles and socialization. The results of the study, methodological information, and the study questionnaires and forms are presented. (SW)

ED 252 185 IR 011 445

Allen, Charles W.
Introducing a New Guided Design into the Classroom.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; Design; *Design Requirements; Feedback; Higher Education; Learning Activities; *Mechanical Equipment; Mechanics (Process); *Problem Solving; Program Evaluation; *Student Projects; *Teaching Methods
IDENTIFIERS- *Guided Design

Based on a workshop presented by Charles Wales, a guided design project was developed for a junior mechanical design class at California State University-Chico. This course involves lectures on the design process and an extension of the basic mechanics of materials concepts, particularly as related to design and prevention of failure. The objective of the project was to develop an orthotic arm aid for paralytics which was to be operated largely under programmed control. The process included steps relating to goal establishment, information gathering, component analysis and possible solutions, constraints, choice, and analysis/synthesis. The project was completed by groups of 4 students, who met for a weekly, 2-hour activity period for 5 weeks. A group-written report and an oral report were required. The project was relatively well received, i.e., most students were enthusiastic, but wanted to be "spoon-fed" more. Appendices contain a detailed explanation of the principal components of the design, a summary of the project evaluation, and students' individual evaluative comments. Three references are listed. (LMM)

ED 252 215 IR 050 953

Mader, Sharon; Park, Elizabeth H.
Recommendation to Continue the BRS/After Dark End User Search Service.
Memphis State Univ., Tenn.
PUB DATE- 24 Aug 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; College Faculty; College Students; *Information Retrieval; Library Automation; *Library Services; *Online Systems; Position Papers

IDENTIFIERS- *Bibliographic Retrieval Services; *End Users; Memphis State University TN

This report constitutes a recommendation to the Director of the Memphis State University (MSU) Library that end user searching be made a permanent part of the existing information retrieval service. The recommendation is based in part on the results of a 1984 study sponsored by the university that assessed the attitudes of students and faculty toward the end user system, BRS/After Dark, and the ease with which they could use it. The report is divided into three sections: the first includes background information on the information retrieval services in the MSU libraries, end user search services, MSU libraries and automation, and the university microcomputer policy; the second section, "Proposed End User Service in the MSU Library," details information on users, costs, staffing and service hours, equipment, and specifications for two alternatives: a full-scale service or a minimum service; and the final section presents the authors' recommendations. Appendices include a bibliography on end user searching, a BRS/After Dark brochure, an abstract of the end user study, a list of institutions using BRS/After Dark, and budget proposals for both the full-scale service and the minimum service. (THC)

ED 252 244 IR 050 986

Bills, Linda G.
Interlibrary Loan before and after OCLC. Illinois Valley Library System OCLC Experimental Project. Report No. 7.
Illinois State Library, Springfield.
PUB DATE- Dec 84
NOTE- 131p.; For related documents, see ED 241 011, ED 241 055, ED 241 063, and ED 250 004.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Interlibrary Loans; Library Catalogs; *Library Cooperation; *Library Expenditures; *Library Networks; *Library Personnel; Library Research; Library Technical Processes; Online Systems; Operating Expenses; Public Libraries; School Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- *Illinois Valley Library System; *OCLC; Online Catalogs

From January 1980 through December 1982 the Illinois Valley Library System (IVLS) and 33 of its participating libraries conducted an experimental project to test the costs and benefits of OCLC use in small and medium-sized libraries. This report, one of eight describing the results of the OCLC Experimental Project, examines interlibrary loan activities before and after the OCLC interlibrary loan (ILL) subsystem was used in the project libraries. Comparisons are made in terms of time, costs, and staffing levels. The second part of the report examines resource sharing patterns in the IVLS and how they changed during the project. Finally, the attitudes of library staffs toward online ILL are reviewed. Multiple graphs, tables, and figures summarize the data. Appendices include the following: (1) statistical information on project libraries; (2) IVLS Interlibrary Loan Protocols and Summary Card for Terminal Operators; (3) IVLS Request Form and Flow Chart of IVLS Interlibrary Loan Department Procedures; (4) Transaction Study Form; (5) IVLS Interlibrary Loan Department Worklog Study Form and Instructions; (6) Library Interlibrary Loan Worklog Study Forms and Instructions for Terminal Activities and OCLC-Related Work; and (7) Library Log Form for Non-OCLC Interlibrary Loan Activity. (THC)

ED 252 300 PS 014 815

Coats, Boyne
Sex, Age and Racial Differences in Elementary Children's Perception of Elderly Adults.
PUB DATE- 16 Nov 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Aging (Individuals); Aging Education; Blacks; *Childhood Attitudes; Elementary Education; *Elementary School Students; Expectation; Grade 2; Grade 6; Intervention; *Older Adults; *Racial Differences; *Sex Differences; Whites
IDENTIFIERS- Intergenerational Conflict

Research has shown that small children and other people view old age and the elderly very negatively. Unless parents and teachers begin to initiate changes in thinking, old age will be a tragedy for most of today's youth. In this study, 67 second graders and 59 sixth graders in Mississippi responded to a modified Children's Attitude toward the Elderly Scale. They answered questions about aging and older persons and reacted to polar adjectives used to describe the elderly. Results indicated that sixth graders were more negative in their attitudes toward the elderly than were second graders and that boys were more negative than girls. Statistically, the attitudes of white sixth-grade boys were significantly more negative than those of black sixth-grade boys. All of the children responded negatively to questions about their own aging. Children expressed more positive affective feelings toward the elderly, with most negative reactions being related to physical characteristics. White children had more contact with elderly persons outside their families, but only 2 percent of the entire sample helped the elderly or engaged in activities with them. These results imply that intervention programs should be implemented in schools to enhance children's attitudes toward the elderly. (CB)

ED 252 315 PS 014 843

Eddy, James H.
Child Management for Parents and Caregivers.
Mott Children's Health Center, Flint, MI.
PUB DATE- 82
NOTE- 10p.
AVAILABLE FROM- Mott Children's Health Center, 806 West Sixth Avenue, Flint, MI 48503 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Child Caregivers; *Child Rearing; Children; *Discipline; *Parent Child Relationship; *Parent Education; *Parenting Skills; Toddlers

The purpose of this brochure is to help parents and caregivers guide children's behavior in a more effective and pleasant manner. Twenty principles of child management are listed and explained. Examples illustrate how each principle should be applied. These principles include general suggestions for creating family rules and guidance on how to enforce rules. Many suggestions for positive reinforcement are also given; these stress ways of improving parent-child communication and the child's self-concept. Additional suggestions are given for dealing with children under the age of 3. (CB)

ED 251 991 EC 171 145

Woodbury, Virginia Garton

Humanities Thematic Units: Four Example Units for Gifted Students in Grade 6 (the Greeks, the Romans, the Middle Ages and the Renaissance). Programs for Gifted Students.

Bucks County Intermediate Unit 22, Doylestown, Pa.

PUB DATE- 79

NOTE- 36p.; For related documents, see EC 171 144-152. See note to EC 171 144.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Fine Arts; *Gifted; *Grade 6; *Greek Civilization; History; Humanities; *Humanities Instruction; Intermediate Grades; Learning Activities; Literature; *Medieval History; Units of Study

IDENTIFIERS- *Renaissance; *Roman Civilization

One in a series of units for gifted students, the booklet focuses on humanities instruction in grade 6. Program background information stresses the values of humanities as a way of studying the connections in the student's life, particularly the connections between subject areas and how they relate to humans' feelings and thoughts. Procedures emphasize facilitation of higher level thinking processes and the use of various activities and open-ended discussions. Program content, resources, activities, and concepts are then listed for four units, with suggestions for language arts, social sciences, and architecture. The units presented are entitled: Greek Civilization, Roman Civilization, the Middle Ages, and the Renaissance. Sample discussion questions are included throughout. (CL)

ED 252 024 · EC 171 181

Aharoni, Chanan
Measures for Preparing Mentally Handicapped People to Live in the Community.

PUB DATE- Apr 84
NOTE- 8p.; Paper presented at the International Congress on Mal-adjusted Children of the Spanish Association for Special Education (AEDES), (Madrid, Spain, April 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Daily Living Skills; Foreign Countries; *Group Homes; *Mental Retardation; Normalization (Handicapped); *Program Development; Residential Programs; Self Care Skills; Young Adults
IDENTIFIERS- *Israel

The father of a retarded adult describes the development of a course designed to teach independent living skills to mentally retarded adults living in a group home in Israel. The course included instruction on home management, food preparation, and interpersonal skills. How initial neighborhood opposition diminished is recounted. Difficulties faced by newcomers are described, including proper hygiene and social skills. The differences between a hostel (a larger home) and the smaller flat are noted, and a chart depicts four stages toward independence of residents. (CL)

ED 252 040 EC 171 197

Kelly, Verne C.; Steinberg, Monica

Institute for Creative Education (Project ICE): A Nationally Validated Creative Problem Solving curriculum .

Institute for Creative Education, Sewell, NJ.

PUB DATE- 20 Oct 84
NOTE- 7p.; Paper presented at the Tri State Conference for Gifted Children (Blackwood, NJ, October 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Thinking; Creativity; Curriculum; *Divergent Thinking; Elementary Secondary Education; *Gifted; *Problem Solving; *Program Implementation
IDENTIFIERS- *Institute for Creative Education

The paper describes Project ICE (Institute for Creative Education), an approach to developing students' divergent thinking skills through a creative problem-solving process. Project ICE is designed to help students of all backgrounds and ability levels benefit by growth in fluent, flexible, original, and elaborate responses to problems or tasks. The curriculum is sequentially organized by both grade level and level of difficulty of the lesson or activity. Project materials, including the curriculum for grades K-6 and 7-12, a teacher training manual, administration manual, and parent citizen brochure, are briefly described. Classroom activities involve brainstorming and student analysis of their responses through categorization to clarify their fluency, flexibility, and originality. Classroom implementation requirements, including initial training and followup costs, are noted. A brief note on program evaluation is followed by implementation information about timelines and opportunities to visit Project ICE adoption sites. (CL)

ED 252 101 HE 017 203

U.S. Professors in Nicaraguan Universities: The LASPAU/AID Nicaragua Project.

Latin American Scholarship Program of American Universities, Inc., Cambridge, Mass.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.

PUB DATE- Nov 83

NOTE- 225p.

AVAILABLE FROM- Latin American Scholarship Program of American Universities, 25 Mt. Auburn Street, Cambridge, MA 02138.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; College Instruction; *College Science; Extension Education; Federal Aid; *Foreign Countries; Higher Education; *International Educational Exchange; *Program Evaluation; Research Projects; *Teacher Exchange Programs; Technical Assistance

IDENTIFIERS- Agency for International Development; Latin American Scholarship Prog of Amer Univs; *Nicaragua; Universidad Centroamericana (Nicaragua); Universidad Nacional Autonoma de Nicaragua

A program that sponsored eight visiting U.S. professors to teach science and conduct applied research in two Nicaraguan universities was evaluated. The program, which was funded by the U.S. Agency for International Development, was conducted at the Universidad Centroamericana (UCA) in Managua and the Leon campus of Universidad Nacional Autonoma de Nicaragua (UNAN). The evaluation team conducted interviews in 1983 with university rectors, administrators, department chairmen, and the five professors still teaching in the project. The interviewing investigated: project and personal goals; the work context in the Nicaraguan universities; the legacy of the project; project activities (teaching, research, extension); unintended outcomes; and the project's overall impact. The team also inspected instructional materials and, accompanied by local and visiting faculty members, visited research projects and new extension facilities. Appended materials include: a description of project services, the project proposal and budget, the grant agreement in both English and Spanish, descriptions of teaching jobs in 11 fields, job application form, information on the teacher compensation package, the evaluation questionnaires, data on professors' accomplishments, and information on teaching materials purchased. (SW)

ED 252 157 HE 018 017

Davison, Richard L.; And Others
Fall 1984 Enrollments, North Dakota Institutions of Higher Education.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Nov 84
NOTE- 68p.
AVAILABLE FROM- North Dakota State Board of Higher Education, Bismarck, ND 58505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; *College Students; *Enrollment Trends; Full Time Equivalency; *Full Time Students; Higher Education; In State Students; Out of State Students; *Part Time Students; *Place of Residence; *State Colleges; Student Characteristics
IDENTIFIERS- *North Dakota; Public Colleges

Fall 1984 enrollment data for North Dakota state and local colleges and universities are presented. Headcount enrollment for each institution is provided for the following categories of students: freshman, sophomore, junior, senior, graduate, special, unclassified, and professional. A similar format is used to present full-time enrollments, total student credit hours of part-time students, full-time equivalent enrollments of part-time students, total of full-time and full-time equivalent of part-time enrollment, and full-time equivalent enrollments based on total student credit hours by level of students. Additional tables cover: nonresident headcount undergraduate enrollment by state; nonresident graduate and professional headcount enrollments by state; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; fall in-state enrollments by county of origin for each college and university; headcount enrollments for each institution by race, veteran status, sex, marital status, and transfer status; and total student credit hours produced by course level by student level for each institution. (SW)

ED 252 230 IR 050 970

David, Martin; And Others
Archival Preservation of Machine-Readable Records: The Final Report of the Wisconsin Survey of Machine-Readable Public Records.
Wisconsin State Historical Society, Madison.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
REPORT NO.- ISBN-0-87020-212-X
PUB DATE- 81
NOTE- 54p.; A pilot program to accession machine-readable public records of Wisconsin State Agencies. A cooperative project between the Archives Division of the State Historical Society of Wisconsin and the Data and Program Library Service of the University of Wisconsin-Madison, 1979-1981. For related documents, see IR 050 970-973.
GRANT- NHPRC-80-8
AVAILABLE FROM- State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; Computers; Data Processing; *Government Publications; Information Retrieval; *Information Storage; Records (Forms); *State Agencies; State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *Machine Readable Bibliographic Data Bases; Machine Readable Cataloging; Records Management; *Wisconsin

Between November 1, 1979, and April 30, 1981, the Wisconsin Survey of Machine-Readable Public Records was carried out to identify the technical, intellectual, and administrative problems associated with a records management and archival program for machine-readable records. The survey identified machine-readable records in several state agencies; evaluated existing records management, disposition, and retention policies governing machine-readable records; and developed a set of recommendations for improving records management and archival control of these materials. This final report summarizes the survey project. In Part One the history of the project and the strategies employed to inventory, appraise, and accession machine-readable records in the state of Wisconsin are described. Part Two describes the findings of the records survey. Part Three contains recommendations for state agency administrators, legislators, and archivists for establishing a machine-readable records program for state archives, dealing with pre-archival control, legislative support, documentation standards, data base management systems design, and administrative expertise. (THC)

ED 252 259   JC 850 023

McKeague, Patricia M., Comp.; And Others
Survey of Honors Programs: A Resource Inventory and Directory, 1984.
League for Innovation in the Community Coll., Laguna Hills, CA.; Moraine Valley Community Coll., Palos Hills, Ill.
PUB DATE- 84
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; College Faculty; Community Colleges; *Honors Curriculum; Honor Societies; Program Administration; Program Descriptions; *Program Design; Surveys; Two Year Colleges; Two Year College Students

Drawing from a 1984 survey conducted by Moraine Valley Community College, this report provides composite and individual descriptions of 19 community college honors programs. Section I provides an overview of the survey on community college honors programs, which sought information on the organization of the program; the curriculum; and honors faculty, students, and organizations. Section II provides a composite report of study findings. Section III provides reports on specific college honors programs, presenting a brief history of the program; information on the advisory committee, program director's responsibilities, program budget, special features, courses, student recruitment, admission and retention requirements, student profile, honors faculty, instructional activities, course and faculty evaluation, counseling services, program completion, and follow-up after graduation; and future plans for the program. After section IV reports on the district-wide honors activities of the Maricopa Community Colleges and Miami-Dade Community College District, section V provides brief reports on the colleges identified in the survey as planning honors programs and section VI lists colleges without and not planning honors programs. (LAL)

ED 252 286 PS 014 794

Westbrook, Lynn

A Study of Sexism in the Illustrations of Counting Books.

PUB DATE- 80
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Computation; Content Analysis; Elementary School Mathematics; *Illustrations; *Mathematics Materials; Preschool Children; Preschool Education; *Sex Bias; Sex Role; Sex Stereotypes

Sexism in math books for juveniles has created much discussion and controversy. In particular, sexist examples in arithmetic books suggest that math is a "masculine" subject and foster traditional, male-dominated sex roles. Just as with math texts, many adults read the words of counting books, and from these words alone, draw their conclusions as to whether or not sexism is apparent. They may neglect the illustrations, which most interest young children. Many modern counting books fall into three broad categories: (1) traditionally sexist, male-oriented books; (2) books that avoid the topic of sex roles; and (3) books that face the idea of female/male stereotypes in some way. The first category, traditionally sexist books, contains those books that use overtly sexist illustrations, historical illustrations of traditional roles, and illustrations of asexual characters in traditionally male roles. Such books may also deal with some other problem (such as racism) and present traditional sex roles. The second category, books that avoid sex roles, use nonsense drawings, totally asexual animals, or realistic objects in their illustrations. One example in the relatively small third category of books that deal positively with the issue of sex roles involves a boy who trades his toys for his sister's doll. When selecting counting books, adults need to pay attention to the content of the illustrations as well as noting whether they present clear pictures of items to be counted. (CB)

ED 252 343 RC 015 096

Gage, Jim; Robson, Don

Patterns of Achievement and Self Concept Among Students in a Tri-Ethnic Community.

PUB DATE- Oct 84

NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association, (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; American Indian Education; American Indians; *Anglo Americans; *Attendance; Comparative Analysis; Elementary Secondary Education; *Hispanic Americans; *Parent Attitudes; *Self Concept

IDENTIFIERS- Colorado (Ignacio); *Ute (Tribe)

Commissioned by the Southern Ute Tribal Council and coordinated by the Education Division of the tribe, this study was undertaken to collect and analyze data relating to achievement patterns of Native American, Hispanic, and Anglo children in the public school system in Ignacio, Colorado, The major objective of the study was to determine if differences existed in achievement levels of the three ethnic groups in elementary, junior high, and senior high schools and if differences were found, which demographic, attitudinal, and cultural variables were associated with the differences. A self-inventory was completed by 364 students (primary, 109; intermediate, 66; secondary, 189). A random sample of 10 Ute, 10 Hispanic, and 10 Anglo parents of high school students were interviewed. The basic findings of the study revealed that achievement differences did exist between the three ethnic groups. These differences were associated with three factors--school attendance, self concept, and parent attitudes towards the school. Eight recommendations were presented to the Ute Tribal Council for consideration in reference to this study. (ERB)

ED 252 369 RC 015 134

Sotomayor, Marta, Ed.
Hispanic Mosaic: A Public Health Service Perspective. Proceedings of the Annual Forum on the Status of Hispanic Health (1st, Rockville, Maryland).
Public Health Service (DHHS), Rockville, Md.
PUB DATE- 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Alcoholism; Clinics; Cultural Influences; Drug Abuse; Elementary Secondary Education; *Health Personnel; *Health Services; Higher Education; Hispanic American Culture; *Hispanic Americans; Mental Health; Migrant Health Services; *Policy Formation; Professional Education; *Research Needs; *Statistical Data; Student Recruitment; Use Studies
IDENTIFIERS- Health Delivery Systems; *Health Resources Utilization; National Institutes of Health

Five agencies of the Public Health Service (PHS) joined with PHS Hispanic employees and other Hispanic health specialists to commemorate Hispanic Heritage Week by critically examining health issues of particular relevance to Hispanics. The first day the forum sought to define, from an Hispanic perspective, issues relating to health statistics, health manpower, health planning, utilization of health care, and health research. Following introductory statements and a keynote address, participants selected attendance at five workshops, where intensive deliberations took place. The workshops examined adequacy of the health care system in meeting needs of the Hispanic population, obstacles to development of Hispanic manpower in the health field, barriers to access and utilization of health services by Hispanics, Hispanic cultural factors in substance abuse and mental health, and some of the problems that must be solved for a more fruitful interaction between the Hispanic community and the National Institutes of Health. The second day was devoted to an overview of Hispanic culture, past and present. The forum closed with a panel discussion among four Hispanics from different geographical regions and orientations, pointing out differences and commonalities. Recommendations cover the five issue areas plus community and migrant health centers. Keynote addresses for each workshop are included, as well as a supporting bibliography of 345 references. (BRR)

ED 252 008   EC 171 164

Schalock, Robert L.

The Cost of Care and Training within Facilities for the Developmentally Disabled.

PUB DATE- 29 May 84

NOTE- 27p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Costs; Developmental Disabilities; Expenditure per Student; *Mental Retardation; Residential Programs; *Staff Role; *Staff Utilization; *Time

The paper summarizes results of time-in-motion studies on 259 mildly to severely mentally retarded clients in programs for the developmentally disabled (mean ages 11-42 years old). The study was part of an effort to determine staff utilization patterns and costs associated with the delivery of each of 40 habilitation/training packages developed from functional skill assessment in eight domains of motoric skills, dressing/grooming, toileting, eating, language, reading/writing, quantitative, and independent living. Care or training activities for each client were recorded for 24 hours per day over 5 days. Data were analyzed according to three staff position categories: direct care personnel, licensed personnel, and support personnel. Data are presented for the percent of care or training performed by specific staff position and direct costs of care and training in each of the eight domains. (CL)

ED 252 129 HE 017 966

Ludwig, Meredith

Report of the Annual Survey of Student Charges, Fall 1984.

American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-108-9
PUB DATE- 84
NOTE- 40p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Comparative Analysis; Fees; *Geographic Regions; Graduate Students; Higher Education; In State Students; Institutional Characteristics; *Noninstructional Student Costs; Out of State Students; School Surveys; *State Colleges; State Surveys; *Student Costs; *Tuition; Undergraduate Students
IDENTIFIERS- *College Costs; *Public Colleges

Undergraduate and graduate student costs for fall 1984 at public colleges are reported, including institutional comparative data. The information is based on charges at 364 publicly-supported institutions that are members of the American Association of State Colleges and Universities (AASCU). In the fall 1984, total undergraduate resident charges at AASCU increased at a rate of 6 percent, 2 percentage points below the previous year's increase. The costs of higher education have been increasing at a higher rate than the typical consumer costs for goods and services. The lowest average charges for undergraduate residents and nonresidents continued in the southwest United States, and Guam, Puerto Rico, and the Virgin Islands. Information is presented on: a 2-year comparison of average undergraduate charges for state resident and nonresidents students; average graduate resident and nonresident charges for 2 years; the distribution of increases among the states for undergraduate resident and nonresident tuition and fees; state undergraduate and graduate average charges organized by regions; and 1983 and 1984 undergraduate and graduate charges for tuition and fees by school for resident and nonresident students, and combined room and board charges. (SW)

ED 252 171 HE 018 155

El-Khawas, Elaine
Campus Trends, 1984. Higher Education Panel Report Number 65.
American Council on Education, Washington, D.C. Higher Education Panel.
PUB DATE- Feb 85
NOTE- 29p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Admission Criteria; College Admission; *College Curriculum; *Curriculum Development; Curriculum Evaluation; *Educational Change; *Graduation Requirements; *Higher Education; National Surveys; Questionnaires; School Surveys; Trend Analysis
IDENTIFIERS- Corporate Education

Trends in curricular review and admissions and graduation requirements at U.S. colleges and universities are examined, based on survey responses from 413 institutions. Data from these institutions were weighted to represent 2,623 four- and two-year institutions. It was found that almost all institutions are in the midst of curriculum change, involving new general education requirements and greater emphasis on student competencies and skills. Close to half of the schools are reviewing or recently completed a review of admission requirements. The aim is to raise or be more specific about requirements or to review the role of test scores in the admissions process. Additional findings include the following: 4 out of 10 institutions have institution-wide writing requirements; about 2 in 10 four-year colleges and universities require foreign language study; 62 percent of the institutions have programs focusing on student retention; 76 percent of colleges with teacher education programs have tightened their standards in recent years; and close to half offer credit and noncredit courses on business premises for business employees. Tables of the statistical findings along with a narrative summary are provided, along with the survey questionnaire and a description of the weighting methodology. (SW)

ED 252 202 IR 011 465

School/Home Computer Survey.
National School Boards Association, Alexandria, VA.
PUB DATE- Jun 84
NOTE- 6p.
AVAILABLE FROM- National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($1.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Family Life; *Microcomputers; National Surveys; Parents; *Public Schools; School Surveys; Use Studies
IDENTIFIERS- *Computer Uses in Education; *Home Computers

A mailed questionnaire surveyed 1,000 randomly-selected public school districts on home and school computer use. Questions addressed responsibility for the computer's introduction in educational instruction, how computers are used, the number of families with home computers, the purpose for which families are purchasing home computers, whether home computers are being used for educational purposes, and how schools are adapting their policies and procedures to facilitate instructional computing at home and school. Based on a 27% return rate, results indicate that (1) on the average, 10 to 15% of the families in the 268 districts represented owned a home computer; (2) school superintendents and principals were the driving force behind the introduction and use of computers in the schools; (3) 96% of the schools responded that their districts were currently using microcomputers for instructional purposes, including computer literacy, computer science, and computer-assisted instruction; (4) although schools agreed that the use of educational technology in the home and in the classroom would radically alter school structures and procedures, they indicated that the necessary policies, procedures, and programs to facilitate a broad and successful use of computers for educational purposes have not been developed; and (5) parents needed guidance in the selection of hardware and courseware for educational purposes. (LMM)

ED 252 273 PS 014 627

Schweinhart, Lawrence J.; Barnett, W. Steven
South Carolina's Early Childhood Programs Are a Good Investment. A Report to the Office of the Governor of South Carolina.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia.; South Carolina State Dept. of Social Services, Columbia.
PUB DATE- 10 Jan 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Child Development Centers; *Early Childhood Education; Educational Assessment; *Grade 1; *Kindergarten; *Outcomes of Education; *Program Effectiveness; School Readiness; State Programs
IDENTIFIERS- *South Carolina

Newly assembled evidence indicates that children attending South Carolina's early childhood programs are better prepared for first grade than those who do not attend kindergarten. Children who attended some type of kindergarten in 1979-80 reached higher levels of achievement by the end of first grade than children who did not attend. These levels persisted in spite of the provision of compensatory services to the less-ready students during first grade. First graders were assessed in 1981-82; correlations of readiness scores at the beginning of first grade with achievement scores at the end of first grade were .656 for reading achievement and .577 for mathematics achievement. In addition, children who attended some type of kindergarten in 1979-80 were significantly less likely to repeat first grade than children who did not attend. Findings bear a relationship to those of long term experimental studies whose initial results demonstrate that good early childhood programs give children from low income families a better chance of succeeding in school and of later avoiding delinquency and holding a job. (AS)

ED 252 301 PS 014 816

Achilles, C. M., Ed.
The PSCR Middle Grades Study: 1983. A Study of Selected Schools Containing Combinations of Grades 5-9 with Some Comparisons to National Study Results.
Public Schools for Cooperative Research, Knoxville, TN.; Tennessee Univ., Knoxville. Coll. of Education.
PUB DATE- Feb 84
NOTE- 101p.
AVAILABLE FROM- PSCR, c/o BERS, College of Education, University of Tennessee, Knoxville, TN 37996-3400 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Educational Improvement; Elementary School Curriculum; Elementary Secondary Education; Junior High Schools; *Middle Schools; Questionnaires; *School Districts; *School Organization; *School Schedules; School Surveys; State of the Art Reviews
IDENTIFIERS- *Tennessee (East)

Charles Chance's 1982 study of the middle grades in the Knoxville Tennessee, City School System suggested the need to develop a system-wide concept, system-wide goals, and a system-wide organizational framework for middle schools. These issues were addressed in a study designed to assess the status of middle-grade education in East Tennessee and to make recommendations for improvement. Chance's study was replicated, and an identical survey was made of 16 other middle-grade schools. Chapter I of the present report introduces the research activities of Public Schools for Cooperative Research (PSCR), a school study council located in East Tennessee, and additionally provides an overview of the middle-school study. Chapter II describes middle-school education. Chapter III describes Tennessee's 1983 certification standards and rules of thumb governing employment of teachers and principals of fourth through ninth grades. Chapter IV compares national data on middle-level schools with data gathered in East Tennessee. Chapter V briefly reports 1983-84 state time requirements for instruction. Chapter VI compares and comments on middle-grade provisions in East Tennessee school districts. Chapter VII reports middle-school principals' views of ideal school conditions, summarizes research findings concerning the "ideal" middle school, and describes a basic model of middle-school education. Chapter VIII reports comments made by principals. Findings are discussed in Chapter IX; comments and 17 recommendations are offered in Chapter X. Related materials, including the questionnaire used in the 1983 PSCR study, are appended. (RH)

ED 252 316 PS 014 849

Frost, Joe L.
Towerd an Integrated Theory of Play.
PUB DATE- Jun 84
NOTE- 38p.; Paper presented at the Music in Early Childhood Conference (Provo, UT, June 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Definitions; Dramatic Play; History; *Interdisciplinary Approach; *Play; Pretend Play; Teaching Methods; Theories

Beginning with an extensive overview of theories, this paper proposes an integrative perspective on play. Early theories, which were proposed in the last half of the 19th century, included the surplus energy theory, the recapitulation theory, the instinct-practice theory, and the relaxation theory. More recent theories of play include Freud's and Erikson's psychoanalytic theories and Piaget's cognitive development theory. The limitations on these theories include the fact that: (1) They deal only with specific elements or a limited sampling of the broad concerns of play; (2) They involve single or limited variables; and (3) They are tied to the academic roles of their developers. Problems also exist in adequately defining play. The integrated theory of play proposed in this discussion attempts to lend depth and breadth to understanding play and to provide practitioners with a comprehensive, utilitarian, and unified view of the phenomenon. It is proposed that play be examined from at least five interrelated perspectives: characteristics, motives, processes, functions, and content. Each of these dimensions is considered across academic disciplines in terms of theory and the large volume of recent research on play. It is argued that a fully developed theory can provide comprehensive description of the qualities of play and open up creative possibilities for the design and testing of play environments. A bibliography of 100 references is attached. (CB)

ED 252 330 RC 015 030

Richau, Deborah
Introduce Science to Students Using the Environment: A Guide for Teachers of Native American Students.
Northern Arizona Univ., Flagstaff. Coll. of Education.; South Dakota Univ., Vermillion. School of Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 81
NOTE- 153p.; A joint project of the Pre-College Teacher Development Programs at Northern Arizona University and University of South Dakota.
GRANT- SPI-80-00223; SPI-80-00565
AVAILABLE FROM- Native American Science Education Association, 1228 M Street, N.W., Washington, D.C. 20005 ($7.95, plus $2.10 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; Elementary Secondary Education; Experiential Learning; *Outdoor Activities; Outdoor Education; *Relevance (Education); *Science Activities; Science Curriculum; Science Experiments; Science Projects; Units of Study

Written for science teachers of elementary and secondary Native American students, the guide offers 18 science-related activities that integrate science with Indian culture and life. A teacher preparation exercise is presented first to allow the teacher to look at him/herself and use the information as a tool to understanding the students' learning processes. Each activity provides the following information: grade level, time it takes for activity, notes to the teacher, equipment (if any), objectives, sample discussion topics and questions, illustrations, and instructions on conducting the activity. Activities include sensory walk, the life box, for lichen-likers, an earth cake, the earth as an apple, have you thanked a green plant today, the village house, mini-climates, and the story of water. Other lessons presented are the web of life, the animal world, animal house, from the ground up, ecosystem, strands walk, and for urban studies. Suggestions for leading students in the field, a bibliography, and further reading and enrichment sections are also provided for the teacher. (ERB)

ED 252 356 RC 015 114

Meyer, Neil L.
Programming Capital Improvements. Coping With Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-30
PUB DATE- Oct 80
NOTE- 12p.; For related documents, see ED 225 754-755, and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; Capital Outlay (for Fixed Assets); Community Planning; *Coping; Definitions; Financial Support; Leaders Guides; *Long Range Planning; *Participative Decision Making; Population Growth; *Program Content; Program Development; Program Effectiveness; Program Proposals; *Public Facilities; Resource Materials
IDENTIFIERS- *Capital Improvements Programming; Impact

Capital improvements programming is one financial managment technique for providing public services within the constraints of limited financial resources--a particular problem for communities experiencing rapid population growth. Long-range planning and improvement of public facilities for water supply, sewage treatment, parks and recreation, transportation, housing, health care, education, and other facilities are of special concern. So that the capital improvements programming process can be better understood, this guide first provides the necessary definitions for capital expenditure, capital program, capital budget, and capital improvements, and contrasts the annual capital budget (short term) and the capital improvements program (long range). After explaining that responsibility for developing a capital improvements program varies with locale, the guide describes main participants in the process along with their activities: chief executive, planning agency, coordinating body, operating departments, governing body, citizens' advisory committee, and consultants. The seven major steps listed and discussed for programming capital improvements are: submission of project proposals to program coordinator; evaluation and selection of projects for inclusion in the program; financial analysis of the jurisdiction's ability to pay and selection of the means for financing; preparation of a proposed program; consideration and final approval by the governing body; public approval of financing arrangments; and annual review and revision. References conclude the guide. (BRR)

ED 252 384 SE 045 303

Osborne, Roger
Toward a Framework. Learning in Science Project (Primary). Working Paper No. 101.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jan 82
NOTE- 17p.; For related documents, see ED 226 976, ED 229 442, ED 230 594, ED 235 011-030, ED 236 006-034, SE 045 304-319, and SE 045 321-327.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Formation; Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Research Design; Research Needs; Science Curriculum; Science Education; *Science Instruction; Science Projects; Student Attitudes; *Teacher Education
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

This paper proposes some possible areas of research and tentative theoretical guidelines for the Learning in Science Project (Primary)-- LISP(P). This new project, designed to investigate the teaching and learning of science in the primary school, arises from the work of the original Learning in Science Project (LISP). LISP(P) has two complementary components-- an investigation into the problems and difficulties that primary school children have in learning science and the training of primary school teachers to teach science. These components will be investigated during three phases. An exploratory phase will be conducted to examine primary teachers' perceptions of science and science education and their concerns regarding science teaching, and to observe students in classrooms as they participate in activities which are related to science. Proposed areas to be investigated during the next (in-depth) phase include: concepts and concept formation; student explanations as to why particular instances are or are not examples of a concept; students' thinking and practical skills; students' understanding of technology and society; and student attitudes. The nature of the final (action-research) phase has not been formulated. However, if it follows a pattern similar to LISP, it is suggested that teachers will become involved in both the in-depth and action-research phases. (JN)

ED 252 025 EC 171 182

Lister, Bob; And Others
Program for Autistic Children's Education: A Curriculum Guide for Autistic Students.
PUB DATE- Jun 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autism; *Basic Skills; *Communication Skills; Curriculum Guides; *Daily Living Skills; Elementary Secondary Education; Interpersonal Competence; *Recreation; Sex Education; *Vocational Education

The curriculum guide presents activity suggestions for teachers to use with autistic students in grades K-12. Brief remarks are offered on placement criteria, student characteristics, and parent participation. Goals, objectives, procedures, materials, domain areas, and evaluation approaches are listed for eight skill areas: (1) pre-vocational (measuring weight, height, liquid, and telling time); (2) vocational (housekeeping, sheltered workshop); (3) recreation (individual and group sports, Special Olympics); (4) academic (money and time concepts, survival sight vocabulary, reading comprehension); (5) language/communication (functional language and communication skills); (6) behavioral; (7) sexual/social (body parts, menstruation); and (8) activities of daily living (meal preparation, food purchase, clothing skills, independent bathroom skills, basic personal first aid skills). (CL)

ED 252 041 EC 171 198

Plan for the Future Direction of DORS' Schools: Illinois Children's School and Rehabilitation Center, Illinois School for the Deaf, and Illinois School for the Visually Impaired.
Illinois State Dept. of Rehabilitation Services, Springfield.
PUB DATE- Jun 83
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blindness; Deafness; *Disabilities; Elementary Secondary Education; Hearing Impairments; Physical Disabilities; Program Effectiveness; *Program Evaluation; *Residential Schools; Special Schools; *State Schools; Visual Impairments
IDENTIFIERS- *Illinois

The report is an outgrowth of a study of three residential schools operated by the Illinois Department of Rehabilitation Services (DORS). The schools are the Illinois Children's School and Rehabilitation Center (ICSRC), for severely physically handicapped or health-impaired, the Illinois School for the Deaf, and the Illinois School for the Visually Impaired. The three schools are evaluated separately along dimensions of administration, admissions procedures, student population characteristics, programing, personnel and budget, and grounds and buildings. Issues and recommendations for future programing are also listed for each school. Among recommendations offered regarding the ICSRC are program modifications to reflect additional emphasis on health maintenance and rehabilitation programing, agreements with independent living centers to prepare for transitions from ICSRC, and enhanced programing in computer-assisted instruction. The Illinois School for the Deaf report includes recommendations for collaboration to provide comprehensive programing, more planned interaction with vocational rehabilitation, and research on computer assisted instruction. Among recommendations offered for the Illinois School for the Visually Impaired are expansion of independent living facilities, establishment of a summer educational program for deaf-blind students, and provision of resource services to families in cooperation with local schools. (CL)

Prince, Ellen F.
Language and the Law: A Case for Linguistic Pragmatics. Sociolinguistic Working Paper Number 94.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Court Litigation; *Discourse Analysis; *Language Skills; *Legal Problems; *Listening Comprehension; *Reading Comprehension; Sociolinguistics
IDENTIFIERS- *Linguistic Pragmatics

The emergence of a subfield of linguistics, linguistic pragmatics, whose goal is to discover the principles by which a hearer or reader understands a text or can construct a model based on the text, given the sentence-level competence to parse the text's sentences and assign logical forms to them, is discussed in the context of a court case in which a man sued a company for rescinding an insurance policy because it claimed he had answered several application questions falsely. The theories of linguistic pragmatics were used to analyze the application questions in an effort to determine whether or not the applicant, as a cooperative reader, could answer the questions in good faith without giving the information the application sought. The analysis of the four application questions is outlined in some detail, and problems facing the linguist serving as an expert witness in such a situation are examined. These include the fact that the domain of linguists, language, is explicitly taken to be the domain of the court; the appropriateness of the testimony, varying according to who hears it (whether lawyers alone or with a jury present); and lexical and conceptual differences between lawyers and linguists, as in the use of key terms such as "meaning" and "ambiguous." (MSE)

ED 252 071 FL 014 726

Harper, Jane
Oral Proficiency: A Curriculum Response of a Community/Junior College.
PUB DATE- 2 Feb 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Las Vegas, NV, February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; Community Colleges; *Curriculum Development; Elective Courses; English (Second Language); French; German; Higher Education; High School Students; *Language Proficiency; *Oral Language; *Second Language Instruction; Spanish; *Speech Skills

IDENTIFIERS- *Tarrant County Junior College TX

In response both to interests within the foreign language teaching profession and to a new Texas law mandating oral proficiency standards for foreign language teachers, Tarrant County Junior College developed a number of curriculum changes in French, German, Spanish, and English for Speakers of Other Languages. The primary first-year emphasis and continuing major emphasis in the second year of these programs are oral communication skills, listening comprehension, and speaking. These skills continue to be stressed in third-year French and Spanish civilization courses. In addition, one-credit elective courses are offered that are important components of the programs of students seeking oral proficiency. Some are specifically designed for particular aspects of oral proficiency. In each language there are also multiple levels of conversation courses. Some courses whose primary emphasis is the development of reading and writing skills also include consistent listening and/or speaking practice opportunities. Also, in direct response to the state mandate, two new courses each in French, German, and Spanish have been developed. One is a conversation course for high school students who have completed at least one year of high school language study, and the other is a conversation course for teachers needing to develop or maintain fluency in oral skills. The courses have proved to be very popular. (MSE)

ED 252 085 FL 014 754

Subject Area Glossary: Greek-English Vocabulary. Curriculum Bulletin Number 14.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- Feb 75
NOTE- 111p.
LANGUAGE- Greek; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Art; Audiovisual Aids; Bilingual Education; *Elementary School Curriculum; English (Second Language); Glossaries; *Greek; *Intellectual Disciplines; Language Arts; Library Science; Limited English Speaking; Mathematics; Military Science; Music; *Phonology; Physical Education; Pronunciation; Recreation; Sciences; *Secondary School Curriculum; Second Language Instruction; Social Studies; *Vocabulary

A glossary of Greek counterparts for terms used in the Chicago public schools' curricula is intended to be used by teachers of native Greek-speaking, limited-English speaking students. An introductory section outlines Greek phonology and pronunciation, and ensuing sections provide English vocabulary lists with both the Greek orthography and phonetic transcription of the Greek terms. The vocabulary lists cover words commonly used in art, audiovisual aids, foreign languages, language arts, library science, mathematics, music, physical education, recreation, Reserve

Officers' Training Corps (ROTC), science, social studies, and English as a second language. The International Phonetic Alphabet is used as the standard for pronunciation to point out the distinctions between the sound system of the Greek language and that of English. (MSE)

ED 252 186 IR 011 446

Frankel, Sheila, Ed.; And Others
Introduction to Software Packages. Final Report.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-114
PUB DATE- Apr 84
NOTE- 65p.
CONTRACT- NB825BCA1634
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administration; *Automation; *Computer Software; *Evaluation Criteria; Information Seeking; *Information Sources;

Public Agencies; Publications; Purchasing; Search Strategies; Selection

This document provides an introduction to applications computer software packages that support functional managers in government and encourages the use of such packages as an alternative to in-house development. A review of current application areas includes budget/project management, financial management/accounting, payroll, personnel, supply/logistics/inventory control, library/reference, office automation/word processing, and mathematical/statistical. Topics addressed include the reasons for considering software purchase and the benefits such packages can provide. Guidance is offered on assessing whether an organization is ready to purchase a software package and on locating and using information sources, including periodicals, directories, reference services, trade newspapers, vendor literature, and organizations. An annotated list describes 40 periodicals, and a reference matrix identifies reference sources and categorizes the types of information they provide. Seven references are listed. (LMM)

ED 252 216 IR 050 955

European Cooperation in Development Information and Documentation. Report of the International Conference (Berlin, October 9-14, 1983).

German Foundation for International Development, Bonn (West Germany).

REPORT NO.- DOK-1208-A/a; IT-26-57-83
PUB DATE- Nov 83
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Processing; *Developed Nations; *Developing Nations; *Documentation; Information Dissemination; Information Scientists; *Information Systems; *International Cooperation; Librarians; Library Cooperation; Thesauri
IDENTIFIERS- Europe

This conference, which was attended by librarians and documentalists from 12 European countries (East and West) and, for the first time, some Third World countries, emphasized the role of electronic data processing (EDP) in information and documentation, particularly in terms of one possible means by which to overcome the barriers in international cooperation. The report summarizes the plenary discussions and presents the full text of both lectures and working group reports. Papers presented at the conference were: (1) "Computers in Information: Dataprocessing and Change of Structures in Small Size Information Bureaux" (R. Schneemann); (2) "Low Cost Documentation" (M. Klatter); (3) "The Subject Approach to Information: The Role and Use of Thesauri. An Introduction to Some Basic Concepts" (R. Supper); (4) "User Education" (O. Norgaard); (5) "User Analysis" (D. Steinert); and (6) "International Information Systems (DEVSIS) (Development Science Information System)" (R. T. de Mautort). Annexes to the report include two additional papers--"DEVSIS-Type Systems and Activities" (Catherine Shearer), and "Information Exchange in a North-South Context: Is There More to Gain through Cooperation than in Trying to Establish New Markets?" (John E. Woolston)--and reports from the working groups on Interlibrary Cooperation, Research Register and Dissemination, Future of EADI (European Association of Development Research and Training Institutes) and I&D (information and documentation), EDP and DEVSIS, Regional Associations, Preparation of Madrid EADI Meeting, Scandinavian Working Group, and 10-Years EADI Documentation Working Group, 1973-1983. (THC)

ED 251 992 EC 171 146

Abbott, Barbara; And Others

Humanities Thematic Units: Three Example Units for Gifted Students in Grades 9-12.

Bucks County Intermediate Unit 22, Doylestown, Pa.

PUB DATE- 77
NOTE- 29p.; Prepared by the Special Education Division. For related documents, see EC 171 144-152. See note to EC 171 144.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bias; *Gifted; High Schools; History; *Humanities Instruction; *Learning Activities; Philosophy; Units of Study
IDENTIFIERS- *Life Meaning; Self Awareness; *Utopia

One in a series of teaching units for gifted high school students, the document discusses humanities instruction for gifted students in grades 9-12. It is explained that the syllabus suggests a focus on three themes throughout the year: the search for meaning in a personal and larger context, the study of prejudice, and the pursuit of utopia. A note on classroom procedures mentions the centrality of discussion and dialogue, with the teacher acting as a guide and coordinating outside speakers and out-of-class enrichment experiences. Suggested readings and media and suggested activities are offered for the three major themes: the search for meaning and self-identity; the nature of prejudice, specifically towards Blacks, Jews, and women; and examples of efforts to establish a utopia. (CL)

ED 252 102 HE 017 690

Physicians for the Twenty-First Century. The GPEP Report: Report of the Panel on the General Professional Education of the Physician and College Preparation for Medicine.

Association of American Medical Colleges, Washington, D. C.

PUB DATE- 84

NOTE- 61p.

AVAILABLE FROM- Association of American Medical Colleges, One Dupont Circle, NW, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; Clinical Experience; *Educational Objectives; Higher Education; Medical Education; *Medical Students; Position Papers; *Premedical Students; *Professional Education; Skill Development; *Student Development; Teacher Student Relationship

The conclusions and recommendations of the Panel on the General Professional Education of the Physician (GPEP) and College Preparation for Medicine are presented. The recommendations cover the following issues: developing student skills, values, and attitudes; describing preparation for residency; adapting to changes in health and health care; emphasizing health promotion and disease prevention; broadening baccalaureate preparation; modifying medical school admission requirements; requiring scholarly endeavor; improving communication; reducing scheduled time and lecture hours; promoting independent learning and problem solving; using appropriate evaluation methods; incorporating information sciences; defining purposes of clinical education; supervising and evaluating clinical clerks; planning elective programs; integrating educational programs; designating educational responsibility; providing budget and resources; establishing a mentor relationship; expanding teaching capabilities; and counseling students. Additional concerns are discussed, including access to a medical career, resources needed for general professional education, medical school accreditation, physician licensure, and graduate medical education. The project working groups and participants are identified. (SW)

ED 252 116 HE 017 930

Vogt, Gayle H.

Education Decision-Making: The Influence of the Political and Social Environment on the Justices of the California Supreme Court, 1954-1982.

PUB DATE- Oct 84
NOTE- 39p.; Paper presented at the Joint Conference on Postsecondary Education of the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Court Judges; Court Litigation; Court Role; *Decision Making; *Educational Policy; *Higher Education; Policy Formation; Political Attitudes; *Political Influences; Social Change; Social Environment; *State Courts; Values
IDENTIFIERS- *California Supreme Court

Influences on the California Supreme Court's educational policy decisions were studied for the 26 California Supreme Court Justices who served during 1954-1982. It was found that the intensity of political party affiliation was significantly related to support for college students' and professors' claims of civil rights and liberties in non-unanimous education cases. The justices' voting behavior was not significantly affected by the election of a governor of a political party other than that of the preceding governor. Attitudes and voting behavior of the justices heavily depended on the justice's political party, the appointing governor's political party, and the governor's religion. A justice's religion was, by itself, not sufficient to significantly affect voting behavior, nor were age at appointment, or number of years on the court. A court's propensity to support the education agency in educational decisions was not affected by the party affiliation of the court majority. The Supreme Court during 1954-1970 and that during 1970-1982 did not differ significantly in its propensity to vote on state constitutional grounds. It is concluded that the California high court, supported by the attitudes and values of the justices, engages in social change and reform. (SW)

ED 252 144 HE 018 004

Mentkowski, Marcia; Doherty, Austin

Careering After College: Establishing the Validity of Abilities Learned in College for Later Careering and Professional Performance. Final Report to the National Institute of Education.

Overview and Summary. Revised.

Alverno Coll., Milwaukee, Wis.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 228p.; For related documents, see HE 018 003 and ED 239 557-565. This report supersedes ED 239 556.
GRANT- NIE-G-77-0058
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Administrators; Alumni; *College Attendance; College Graduates; Competence; *Education Work Relationship; Evaluation Methods; Females; Higher Education; Job Performance; Nurses; *Outcomes of Education; *Skill Development; Student Attitudes; *Student Development; Student Evaluation; *Validity
IDENTIFIERS- *Alverno College WI; Wisconsin (Milwaukee)

The validity of skills developed in college to subsequent career performance was studied at Alverno College. The study sample included over 750 women students, over 60 alumnae, over 80 women nurses and over 100 women managers and executives from the Milwaukee community. Attention was directed to: whether the competencies and assessment techniques of the learning process are valid; how students change on college outcomes (i.e., cognitive aptitude, learning styles, and generic abilities); whether outcomes are mirrored in students' perceptions of their learning and abilities; how outcomes learned in college relate to lifelong learning, abilities, careering, and professional development after college; and the competencies that describe the performance and perceptions of outstanding professionals. Specifically, the outcomes of attending Alverno College were evaluated, with attention to the curriculum, student changes in performance on college-defined abilities, and personal growth outcomes. Appendices include abstracts of 11 validation or outcome research reports, and information on Alverno dissemination efforts. Included are a list of institutions that either participated in Alverno College seminars or received written materials, as well as a list of Alverno College publications and conference/seminar papers. (SW)

ED 252 158 HE 018 018

West, Russell F.; And Others

Predicting Prominence Within a Medical School Class: A Social Network Analysis.

PUB DATE- Nov 84

NOTE- 10p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Rank; Higher Education; *Interpersonal Relationship; *Medical Students; *Peer Relationship; Prediction; Reputation; *Social Networks; *Status; *Student Behavior

Characteristics that might help predict student prominence within a medical school class were studied. The prominent student is one who is highly visible and extensively involved in key relationships with other students. This prominence is expected to provide the student with greater access to information and resources held by classmates. A total of 48 first-year students enrolled in a medical neurobiology course completed a Survey of Social Networks, and indicated the amount of time they had spent, per week, studying with each of their peer contacts. Results indicate that prestigious students were those who were actively sought out by peers for advice and other support. These individuals might be thought of as powerful figures within the medical school class. The students who were most "powerful" within the network tended to be more introverted and more academically successful. Highly central figures were characterized by extensive direct connections to and from other class members, thus making them both seekers of information and objects of information searches. The picture of the central student is one of a more gregarious, interactive person than the highly prestigious member. Class members with the highest degree of connectivity had less background hours in the sciences and admitted to being very anxious about their medical school experience. (SW)

ED 252 245   JC 840 592

Goldberg, Judy Hiller; Laurin, Mark Alfred
Teaching New Dogs Old Tricks.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Convention of the Speech Association (Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Faculty; Community Colleges; *Faculty College Relationship; *Faculty Development; *Information Needs; Interprofessional Relationship; Mentors; Two Year Colleges

For the new two-year college instructor, gaining information that specifically addresses his/her problems and concerns, and establishing the network to generate the flow of quality information can be a problem. How the instructor deals with this problem is a function of his/her stage of growth. In the neophyte stage, the new faculty member is confronted with information overload and a tremendous rate and complexity of communication. To reduce anxiety and increase competency, the neophyte opens a network that provides as much information as possible. The transitional stage is characterized by a search for concise, concrete, and immediately applicable information and by the formulation and sharing of a philosophy of teaching. The transitional faculty member needs to discuss his/her philosophy and practices with a mentor in order to critique and evaluate the information gained during the neophyte stage. The final stage is the competent stage, in which the mentor's role is diminished and the instructor takes his/her place in the information network of others. The new community college instructor should possess certain qualities and attitudes, including: (1) an interest in and respect for the individual; (2) demonstrated sensitivity and objectivity; (3) an awareness of students' individuality and the flexibility to present a concept in a variety of modes; (4) an understanding of the mission of the college; and (5) an awareness of necessary instructional strategies and methods. (LAL)

McKeague, Patricia M.
The Role of the Honors Program in the Community College Curriculum.
PUB DATE- 5 Jun 84
NOTE- 47p.; Paper presented at the Annual National Conference on Teaching Excellence (6th, Austin, TX, June 5, 1984).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Community Colleges; *Curriculum Development; Educational Innovation; *Honors Curriculum; Program Descriptions; Program Evaluation; *Teaching Methods; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Moraine Valley Community College IL

Drawing from a literature review and experiences at Moraine Valley Community College, this paper examines the role of the community college honors program in meeting the special needs of superior students; analyzes the characteristics of effective and innovative programs and curricula; and discusses how an honors program can become institutionalized to insure its success. First, the paper considers the egalitarian philosophy of the community college and the recent recognition of the needs of its high-achieving students. Following a delineation of the goals of honors programs, the paper reviews research findings focusing on the needs and characteristics of gifted students. The next sections look at some of the educational experiences that are typically provided in honors programs, including special honors sections, interdisciplinary courses, seminars, and independent study; and examine some innovative curricular approaches being used, such as internships, field projects, study abroad, and core colloquia. Next, the paper discusses the keys to a successful honors program; i.e., establishing an advisory committee to help design and govern the program; naming a program director; gaining institutional support; choosing a good honors faculty; and recruiting, retaining, and rewarding talented students. Methods and outcomes of honors programs evaluation are considered next, followed by conclusions and recommendations for further research. (LAL)

ED 252 287 PS 014 795

Thomas, Joy

Idioglossia: A Review and Some Observations.

PUB DATE- 79
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Language Acquisition; *Language
  Handicaps; Language Research; Language Variation; *Nonverbal
  Communication; Research Needs; Siblings; *Twins; *Verbal
  Communication
IDENTIFIERS- *Idioglossia

Idioglossia is a private communication system, most commonly occurring in twins. It also occurs between singletons and between other siblings of multiple births. These communication systems range from manual gestures to a fully developed vocal language with its own grammar. The literature of idioglossia is scanty and largely anecdotal. Much of the literature implies that idioglossia is a rare pathology. However, none of the studies on language retardation in twins has tested the relationship between the use of "twin" language and continuing academic retardation. Idioglossia also may not be so rare. Some studies report that 40 to 50 percent of all twins use "secret language." In the author's informal survey, idioglossia was found in six out of seven sets of twins plus one set of singleton siblings. Hints about the circumstances which lead to the development of idioglossia can be discovered from the Kennedy twins, who have persisted in using idioglossia to the near exlusion of other languages. The development of idioglossia also may have implications for issues in linguistics (i.e., the innateness of language and Sapir-Whorf theory). There is an astounding gap between folk knowledge of the phenomena and scholarly research which implies that much more research is needed. (CB)

ED 252 344 RC 015 101

Nybell, Lynn M., Comp.
A Sourcebook in Child Welfare: Serving American Indian Families and Children.
Michigan Univ., Ann Arbor. School of Social Work.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- 84

NOTE- 123p.
GRANT- 90-CT-1963-(05)
AVAILABLE FROM- National Child Welfare Training Center, The University of Michigan, School of Social Work, 1015 East Huron St., Ann Arbor, MI 48104
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indians; *Child Welfare; *Cultural Influences; *Delivery Systems; Family Problems; Federal Indian Relationship; Federal Legislation; Higher Education; Information Sources; Professional Training; *Social Problems; *Social Work
IDENTIFIERS- *Indian Child Welfare Act 1978

The annotated sourcebook provides 51 journals and publication citations for individuals seeking to learn or to teach others about cultural issues in social work practice with American Indians and about the Indian Child Welfare Act. The citations, which date from 1969-1984, are divided into four sections pertaining to family/cultural issues in social work practice (12 citations), Indians and the U.S. Government (8 citations), delivery of services (16 citations), and education and training (16 citations). In addition to author, title, publisher, and related information, each listing contains availability information, a statement of purpose, content description, and illustrative material. A listing of 15 American Indian resource organizations along with their address, contact person, and brief description concludes the sourcebook. (ERB)

ED 252 370 RC 015 135

Coker, Dolores M.
Porfirio Salinas and His Bluebonnet Legacy.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Artists; *Biographies; *Cultural Background; *Mexican Americans; *Painting (Visual Arts); Role Models
IDENTIFIERS- Cultural Contributions; *Salinas (Porfirio); Texas

Porfirio Salinas has been hailed the best painter of the Texas hill country and its bluebonnets. Born on November 6, 1910, Porfirio's teachers recognized and encouraged his drawing ability. When Porfirio found employment after school in a graphics company that also sold art supplies, he met Robert Wood, recognized for his Texas landscapes, and Jose Arpa, director of the San Antonio Art School. These two artists greatly influenced him. During the depression years, he became his family's main financial support. Later Dewey Bradford, owner of a well-known art gallery in Austin, became his agent. Because of Bradford's many contacts in the social and political circles, many prominent people (e.g., President Lyndon Johnson, Sam Rayburn, Price Daniel, and John Connally) bought Salinas' paintings. Salinas was troubled with an alcoholic problem throughout his life. Consequently, he fell into financial difficulties at the age of 47; but, with the help of friends, he learned to exercise a degree of control over it. He established new heights of fame when he painted two murals inside San Antonio's Lone Star Brewery. Porfirio Salinas died at 62 on April 18, 1973 during the season when the Texas hill country was at its height of bluebonnet profusion. (NQA)

ED 252 009 EC 171 165

Schalock, Robert L.; Thornton, Craig V. D.

Benefit-Cost Analysis and Program Evaluation.

PUB DATE- 29 May 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Cost Effectiveness; *Disabilities; Evaluation Methods; *Formative Evaluation; *Program Evaluation; Rehabilitation Programs

The paper examines the need for improvement in accountability and evaluation in rehabilitation programs for handicapped persons, with an emphasis on formative, or internal evaluation. Three factors significantly related to program management and accountability are explored: a client's need status, staff functions and attitudes, and outcome studies. A procedure for determining a client's need status on the basis of resource allocation (staff position and time) is offered. Possible staff functions are noted (such as training, assistance, support, and case management) and the importance of including staff attitude variables in formative evaluation is indicated. Steps in implementing a cost effectiveness analysis are outlined: (1) establishment of objectives, methods, and outcome measures; (2) implementation of a management information system; and (3) monitoring of the program. (CL)

ED 252 086 FL 014 755

Mathematics Curriculum Guide for Arabic-Speaking Children, Levels A-B (Kindergarten). Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78
NOTE- 167p.
LANGUAGE- Arabic
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabic; *Arabs; Curriculum Guides; *Elementary School Mathematics; Geometry; Kindergarten; Limited English Speaking; *Mathematical Concepts; *Mathematics Instruction; Measurement; *Non English Speaking; North Americans; *Number Systems; Teaching Guides; Vocabulary
IDENTIFIERS- *Arabic Speaking

The kindergarten level curriculum guide for bilingual education of Arabic-speaking children in the Chicago public schools is divided into two difficulty levels and is designed to facilitate acquisition of mathematical concepts by presenting them in the children's native language. At each level, the concepts covered include the meaning of numbers, operations with whole numbers, rational numbers, measurement, and geometry. A vocabulary list and bibliography are also included. Except for the preface and vocabulary list, the text is entirely in Arabic, with illustrations. (MSE)

ED 252 130 HE 017 967

College and University Employee Retirement and Insurance Benefits Cost Survey.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.

PUB DATE- 84

NOTE- 51p.

AVAILABLE FROM- Teachers Insurance and Annuity Association, College Retirement Equities Fund, 730 Third Avenue, New York, NY 10017 ($4.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Expenditures; Fringe Benefits; Geographic Regions; Higher Education; *Insurance; Private Colleges; Questionnaires; *Retirement Benefits; State Colleges; *Teacher Retirement

IDENTIFIERS- Teachers Insurance and Annuity Association

Comparative information on expenditures by colleges and universities for employee retirement and insurance benefits is presented for 1984. Results of the survey, which was administered to 639 institutions, provide information on each benefit category on: expenditures as a percentage of total gross payroll, and expenditures as dollars per employee per year. The weighted average employer expenditure for retirement and insurance benefits was 18.6 percent of payroll or $3,789 per employee per year. As a percent of payroll, total employer retirement and insurance expenditures reported by the institutions range from less than 6 percent to over 32 percent. Eighty percent of the institutions reported a dollar amount between $1,750 and $4,499 per employee. Average expenditures for retirement and insurance benefits for public liberal arts colleges was 21 percent, while those of public universities was 19.2 percent. By region, average retirement and insurance expenditures ranged between 16.4 percent of payroll in the South and 21.0 percent in the West. All but four of the respondents reported expenditures for one or more types of pension plan; 93 reported expenditures for life insurance plans, while 99 percent indicated health insurance expenditures. The survey questionnaire is appended. (SW)

ED 252 203 IR 011 466

Ehrlich, Lisa R.
Simulations Using a Computer/Videodisc System: Instructional Design Considerations.
PUB DATE- 84
NOTE- 16p.; Paper presented at the Annual Meeting of the North American Simulation and Gaming Association (23rd, Iowa City, IA, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computers; *Courseware; *Design Requirements; *Instructional Design; Media Selection; *Simulation; Teamwork; Technological Advancement; *Videodisc Recordings
IDENTIFIERS- Interactive Video

Instructional design considerations involved in using level four videodisc systems when designing simulations are explored. Discussion of the hardware and software system characteristics notes that computer based training offers the features of text, graphics, color, animation, and highlighting techniques, while a videodisc player offers all of the traditional audiovisual training media attributes of audio, running video, and still pictures. Various instructional design issues are investigated, including those relating to media characteristics and media integration, interactive videodisc simulation design considerations, and a team approach to designing and developing simulations using these systems and the required skill sets. Additional discussion briefly examines emerging technologies such as artificial intelligence and knowledge-based systems and the promise of their use with simulations. Ten references are listed. (LMM)

ED 252 231   IR 050 971

Evans, Max J.
Implementing a Machine-Readable Records Program: The Final Report of the Wisconsin Machine-Readable Records Project.
Wisconsin State Historical Society, Madison.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Jun 83
NOTE- 149p.; A Project to develop an integrated and self-sustaining program for machine-readable records in the State of Wisconsin. For related documents, see IR 050 970-973.
GRANT- NHPRC-81-144
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; *Computers; Data Processing; *Government Publications; Information Retrieval; Information Storage; Library Collections; Program Descriptions; Recordkeeping; Records (Forms); *State Agencies; State Programs; Statewide Planning
IDENTIFIERS- *Machine Readable Bibliographic Data Bases; Machine Readable Cataloging; Records Management; *Wisconsin

The Wisconsin Machine-Readable Records Project was conducted by the State Historical Society of Wisconsin between August 1981 and July 1983 as a follow-up to the Wisconsin Survey of Machine-Readable Public Records. Both projects assessed the impact of computer technology on record keeping by state government agencies and addressed the implications of contemporary information technology for archival preservation of public records. This final report summarizes the Records Project which was undertaken to address several specific problems identified by the survey. The five-part report contains a narrative history of the activities of the project; a brief description of its accomplishments; a discussion of some of the unanticipated problems and unresolved issues; a summary of the current status of machine-readable records in Wisconsin; and an outline of the objectives for an ongoing, self-sustaining machine-readable records program at the State Historical Society of Wisconsin. Appendices, which make up more than two-thirds of the document, comprise: (1) General Records Schedule for Machine-Readable Processing Files; (2) Revised Scheduling Policy and Sample Records Disposal Authorizations; (3) Procedures Manual for Machine-Readable Records; and (4) Sample User's Guide for a Machine-Readable Records Series. (THC)

Employers and Child Care: Development of a New Employee Benefit. A BNA Special Report.

Bureau of National Affairs, Inc., Washington, D.C.

PUB DATE- 84
NOTE- 79p.
AVAILABLE FROM- Bureau of National Affairs, Inc., Customer Service, 9401 Decoverly Hall Road, Rockville, MD 20850 ($25.00; discount on quantity orders of 6 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Family Day Care; Federal Government; Flexible Working Hours; *Fringe Benefits; *Information Services; Parent Education; Referral; State Government; *Tax Deductions; Unions
IDENTIFIERS- *Flexible Benefit Plans

Written primarily from the employer's perspective, this report examines the issues involved in providing child care assistance as an employee benefit. Chapter 1 summarizes rapid changes in the work force that have produced employer involvement in child care arrangements. The major findings of the report are highlighted in Chapter 2, including the following: (1) the number of employers offering some child care services has doubled to 1,000 since 1982; (2) employers have misgivings about the cost of child care (especially on-site care) and are looking for other means of support such as benefits, flextime, and paternity leave; (3) labor unions generally have not pushed for child care benefits in contract negotiation because of the cost and relatively small number of members who would benefit; and (4) less than 4% of an employer's workforce would tend to use employer-assisted child care. In Chapter 3, an overview of developments in

employer-supported care is presented, including a summary of studies that have measured benefits to employers. Labor union officials discuss their initiatives in the area in Chapter 4. Chapter 5 explores relevant tax issues, including an examination of Internal Revenue Service (IRS) press releases on standards for flexible benefit programs. Chapter 6 considers models of child care used by employers (i.e., on-site and off-site child care, information and referral services, parent seminars, family home care, and flexible benefit plans). Chapter 7 presents case studies of 10 employers' child care benefits, while chapter 8 deals with corporate officials' concerns about potential corporate liability. The development of personnel policies that can help employees with children is considered in chapter 9. Finally, appendices present a directory of child care resources and documentary materials such as IRS rulings, state tax laws, union bargaining proposals, and employer policies. (CB)

ED 252 331 RC 015 056

Public Schools: At Center or Sidelined? 1984 AASA Small School District Administrator's Conference

PUB DATE- 84

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Journal Articles (080)

DESCRIPTORS- Communications; Community Services; Computer Assisted Instruction; Cooperative Programs; Curriculum Development; Educational Innovation; Educational Television; Motivation; Personnel Selection; *Political Issues; Program Descriptions; Programed Instruction; *Program Effectiveness; *Program Improvement; Public Relations; Public Schools; *School Administration; School District Size; *Small Schools; *Trend Analysis

IDENTIFIERS- *Critical Analysis; Status Reports

At a conference that focused on critical issues for small schools, the initial speaker voiced the opinion that if current trends continue, public schools may ultimately serve only the handicapped. He cited a need for schools to implement changes through community outreach, day care, senior citizens programs, retraining opportunities, work with private sectors, part-time teachers, volunteers, and alternative facilities. Addressing the issue of leadership, the next speaker suggested reading materials, analyzed teacher supply and demand, and identified the qualities of a good leader. Several sessions on cooperative activities for small school districts addressed problems of small enrollments in specialized classes and limited services and facilities. Other sessions dealt with communication technology and reported on public, cable, and instructional television and computer links. Administrative and public relations issues were addressed at sessions which discussed strike management, principal selection, cutbacks in federal programs, and publicizing of outside contributions and support and educational successes. Sessions on curriculum suggested ways to facilitate change, provided a plan for initiating computer education, and reported on development of a small high school library and use of programed instruction. Other sessions compared achievements of United States schools with those of foreign countries and provided guidance in motivating students. (MM)

ED 251 993 EC 171 147

Abbott, Barbara; Diers, Russell

Technology and Man: The Humanities and Science (Selected Study Topics for Gifted Students in Grades 9-12).

Bucks County Intermediate Unit 22, Doylestown, Pa.

PUB DATE- 81
NOTE- 17p.; For related documents, see EC 171 144-152. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creationism; Death; Evolution; Futures (of Society); *Gifted; High Schools; *Humanities Instruction; Learning Activities; Quality of Life; Sciences; Technological Advancement; Units of Study

One in a series of units of instruction for gifted students, the booklet focuses on humanities and science. Three sample units are offered for students in grades 9-12. In "Man's Origins: Where Did He Come From?" students examine the conflicts over evolution versus creationism, impacts of genetic control, and the ecomonics and politics of the population problem. The second unit, "Man's Future: Where Is He Going?" involves students in questions of utopia, behavior control, nationalism, and futurism. The final unit, "Man's Search for Immortality: Can He Overcome Death?" examines literature on death and dying, religious concepts of the savior, and empirical and rational arguments for and against immortality. Each unit begins with a listing of suggested reading and audiovisual materials. (CL)

ED 252 026 EC 171 183

Silver, Archie A.
Autistic Children in a Self-Contained Unit in the Public Schools.
PUB DATE- 79
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Behavior Patterns; *Clinical Diagnosis; Developmental Disabilities; Elementary Secondary Education; Language Handicaps; *Neurological Impairments; *Self Contained Classrooms; Special Classes; *Student Characteristics

The study examined the behavior and characteristics of 33 children in a self-contained unit for autistic children in a multidisciplinary framework involving psychiatric, neurologic, psychological, social, and educational parameters. Results of a comprehensive evaluation indicated the following primary diagnoses: early infantile autism, atypical developmental disorder, schizophrenia, autistic behavior with organic central nervous system disease, primary developmental language disorder, and unclassified mental retardation. Case studies of several of the children illustrate the heterogeneity of the population in a special unit for severely disturbed children who are autistic and who have problems in communication. Even within the diagnostic categories the children are individuals and different from one another. Prognostic information and suggestions for intervention are noted. (CL)

ED 252 042 EC 171 199

Owings, Nathaniel O.; And Others

Developing Communicative Intentions in a Language Delayed Preverbal Child: A Case Study.

PUB DATE- Nov 83
NOTE- 24p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing-Association (San Francisco, CA, November 18-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication Skills; *Delayed Speech; *Intervention; Language Acquisition; *Language Handicaps; *Motivation; Teaching Methods; Young Children

The training study was designed to use the developmentally appropriate communicative intention of protest as a vehicle for teaching request for object to one 3-year-old language delayed preverbal child. Results revealed that with a specific intervention model the S learned to gesturally, vocally, and verbally express the communication intention being taught. Moreover, the S learned other intentions which were not taught. Findings suggested that by teaching certain developmentally appropriate intentions a child may acquire other intentions through a generalization of knowledge. The clinical importance of teaching intentional communication behavior is discussed. (Author/CL)

ED 252 057 FL 014 709

Walker, Anne Graffam
Discourse Rights of Witnesses: Their Circumscription in Trial.
Sociolinguistic Working Paper Number 95.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; Conflict Resolution; *Court Litigation; *Discourse Analysis; Expressive Language; *Legal Problems; *Narration; *Opinions; Sociolinguistics; Speech Skills
IDENTIFIERS- *Witnesses

Court trials are formalized disputes in which the parties are denied confrontation and have restrictions placed on their rights to tell the story. The rights of telling are part of discourse rights, and in the courtroom they are circumscribed by attorneys' objections to either the other attorneys' questions or the witnesses' answers. This can be seen in the record of conduct of a three-hour misdemeanor trial in which 32 objections were voiced. The record indicates that most witnesses are not prepared for the degree to which their discourse rights will be abrogated in a courtroom, and the orderliness of a witness' story can be disrupted, restricted, or halted by any of three managers of his story: his own attorney, the opposing attorney, or the Court. In this trial, the witness whose testimony was the longest and was disrupted the least was a newly graduated law student prepared for the manner in which her discourse rights were to be abrogated. If a trial is a conflict between two narratives, each vying for ratification as true, it is the business of each attorney to make his storytellers as believable as possible. Witnesses who know the rules of courtroom talk can say the same set of facts in a very different way and be much more persuasive in court. (MSE)

ED 252 072 FL 014 727

Mickel, Stanley L.
Right Hemisphere and Left Hemisphere: Pedagogical Implications for CSL Reading.
PUB DATE- 18 Nov 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Chinese Language Teachers Association (Chicago, IL, November 18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Graphemes; *Neurological Organization; Reading Comprehension; *Reading Instruction; *Reading Skills; *Second Language Instruction; *Syntax

Students can be taught to read Chinese more efficiently and accurately by using the specific capabilities of the right and left hemispheres of the brain. The right hemisphere is the site of image and pattern recognition, and students can be taught to use those capacities to process individual characters efficiently by watching for the element of pictographic representation present in varying degrees in all characters, whether high or low image, and recognizing the patterns of interusage common beween characters. Teachers of Chinese as a second language (CSL) can raise student comprehension of texts by teaching them to use the analytical and sequential recognition capacities of the left hemisphere to process sentences efficiently. Additionally, students need to be reminded of the value of both immediate context and larger cultural contexts for reading comprehension. Segmentation processes in determining Chinese lexical boundaries use the capacities of both hemispheres, but lexical segmentation based on analytical recognition of syntactic structures using left hemisphere capabilities is the more important methodological tool in identifying lexical items. (Author/MSE)

ED 252 172 IR 011 346

NACCIS Working Papers.
National Advisory Council for Computer Implementation in Schools, Tucson, AZ.
PUB DATE- 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computers; Donors; *Educational Planning; *Financial Support; *Program Development; Program Implementation; *Purchasing; School Surveys; Technological Advancement; Technology Transfer; Use Studies
IDENTIFIERS- *Arizona; *Computer Uses in Education

Problems and issues related to the financing and use of educational technologies in Arizona schools are addressed from both short- and long-term considerations. A brief review of the spread of computers in schools includes projections for future use of computers in education and a discussion of factors affecting the market, the convergence of technologies, and emerging trends. Pro and con viewpoints on critical issues related to school use of technology are outlined, and three possible scenarios for computer implementation are described. Additional topics include problems in accounting, market variables such as price attrition, and teacher training. Recommendations are made for implementing computers and for financing their acquisition through donations by educational technology producers and citizens (e.g., through tax credit plans), federal surplus, and public resources. Financing protocols are suggested, as well as measures for capital accumulation and equalization and data entry standardization. Twenty readings are listed. Appendices include results of a survey of computer distribution in Arizona schools and charts showing the computer purchasing cycle in schools and colleges, key buyers in public school districts, and microcomputers by brand in public schools. (LMM)

ED 252 187 IR 011 448

Ogletree, Earl J.; Haskins, Therese C.
Microcomputer Use in the Schools: A Research Review.
PUB DATE- 83
NOTE- 9p.; For related document, see IR 011 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrators; *Computer Assisted Instruction; Consortia; *Courseware; Elementary Secondary Education; Literature Reviews; *Microcomputers; School Administration; School Districts; *Teacher Education; *Use Studies
IDENTIFIERS- Apple (Computer); Computer Users; *Computer Uses in Education; TRS 80

A literature review of studies on educational computer applications and use revealed that U.S. school districts have incorporated microcomputers into both their instructional and administrative processes. Apple and Radio Shack's TRS-80 microcomputers are the two most popular microcomputers used. Mathematics and language usage are most often reported as the main instructional areas assisted by microcomputers at the elementary level, with computer literacy and programming the major use at the secondary level.

Inadequate teacher training remains the consistent primary concern of school districts that use computers for instruction. Availability of quality software was also consistently reported as necessary for successful microcomputer use. Finally, the establishment of a regional clearinghouse or statewide consortia was suggested by several studies to assist school districts in seeking successful, microcomputer-assisted educational programs. The data suggest that the use of microcomputers in education must be compatible with instructional objectives of the school district, but that students must also be prepared to cope with the scientific and technological changes affecting society and the schools. Administrators need to take steps to meet these goals. Ten references are listed. (LMM)

ED 252 217 IR 050 956

Government Depository Libraries. The Present Law Governing Designated Depository Libraries. 98th Congress, 2nd Session.

Joint Committee on Printing, Washington, D.C.

REPORT NO.- Senate-Prt-98-228

PUB DATE- Sep 84

NOTE- 153p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Depository Libraries; *Federal Legislation; Government (Administrative Body); *Government Publications; Laws

IDENTIFIERS- Congress 98th

To aid all interested persons in the use of Government depository libraries, the Joint Committee on Printing periodically publishes a committee print providing the addresses and telephone numbers of all libraries in the system. The 1984 committee print is divided into six sections: (1) an overview including subsections on

authorization, types of libraries designated, regional depositories, discontinuance of despository designation, Government publications selection procedures, disposal of Government publications by depositories, and history of early depository library legislation; (2) sections of title 44 of the U.S. Code and the U.S. Statutes at Large relating to government depository libraries and the distribution, binding, and indexing of public documents, and a U.S. map showing the number of depository libraries in each state; (3) a list of depository libraries by state and city; (4) a list of regional depository libraries by state and city; (5) a list of depository libraries by state and congressional district; and (6) a list of Government Printing Office bookstores and distribution centers by state. (THC)

ED 252 302 PS 014 817

Land, Warren A.

Peer Tutoring: Student Achievement and Self-Concept as Reviewed in Selected Literature.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Classroom Techniques; Elementary Education; Individualized Instruction; *Peer Teaching; *Self Concept; Self Esteem; Student Motivation; *Teaching Methods; Tutorial Programs; *Tutoring

This literature review focuses on research concerning the effect of peer tutoring on student achievement and self-concept in the modern classroom. Studies of peer tutoring and student achievement deal with the effects of tutoring on the instructional process, student attitudes and interests, student motivation, and pupils' self-direction. More recent studies have been concerned with improvements in achievement for both the tutor and the tutee. Studies reported on the effects of tutoring on self-concept examine effects on attitudes toward school and self; self-esteem, basic reading skills, and vocabulary; and motivation to learn. Effects of tutoring on behavior and interest in the school process are also reported. Although most programs have been designed to help the tutee, studies suggest that, in some cases, the tutor may have received the greater benefits. (AS)

Child Development Services: Army Regulation 608-10 (Effective 15 October 1983).

Department of the Army, Washington, D.C.

PUB DATE- 84
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; Facilities; *Family Day Care; *Federal Programs; Glossaries; Guidelines; Outreach Programs; *Program Administration; Program Descriptions; Recordkeeping; Records (Forms); Standards
IDENTIFIERS- *Army; Child Development Services; *Program Requirements

As of October 15, 1983, Army Regulation 608-10 has prescribed policies, procedures, and standards for establishing and operating Child Development Services (CDS), formerly Child Support Services, at Army installations. The regulation applies to all activities, contractors, individuals, and private organizations providing child care services for children 4 weeks to 12 years of age on property controlled by the United States Army worldwide. Specifically, the regulation (1) provides commanders the option of implementing CDS as a program separate from the Army Community Service Program; (2) institutes a separate CDS Report; (3) changes the format and content of the Program Facilities Report for dual purposes of entry into the United States Department of Agriculture Child Care Food Program and verification of Department of Defense and CDS minimum standards; and (4) institutes CDS supplemental/outreach options. The regulation applies to Active Army, Army National Guard, and the Army Reserve. Chapters of the regulation guide focus on program structure, oversight, management, core requirements, component requirements for center-based and quarter-based systems, and supplementary outreach care options. Appended are a list of references, a numerical listing of forms prescribed by the regulation, a glossary of abbreviations and terms, and CDS forms. (RH)

Faas, Ronald C.
What Does the Impact Statement Say About Economic Impacts? Coping With Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
REPORT NO.- WREP-31
PUB DATE- Apr 80
NOTE- 9p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; *Coping; *Decision Making; Economic Development; Economic Factors; Employment; *Evaluation Methods; Income; Investment; Leaders Guides; Local Issues; *Population Growth; *Predictive Measurement; Resource Materials
IDENTIFIERS- Economic Growth; *Economic Impact; Estimation; *Impact Statements; Multiplier Effect; Spending Patterns

Local public officials may be confronted with the use of economic multipliers when asked to react to project proposals, to environmental impact statements, or to other studies containing economic impact analyses. Employment, income, and output multipliers are tools for estimating private sector economic impacts of a new development within a local economy. These tools provide no final answers--and in fact may generate more questions than answers. The concepts presented in this guide will help determine which economic impacts are actually analyzed, and to question and evaluate the assumptions on which a study's projections are based. Key questions are listed for employment, income and payrolls, sales and output, and new investment. A methodology section addresses kinds of multipliers (employment, household income/earnings, output/business), estimation techniques, evaluating multipliers, leakage and local consumption, and structure of the local economy. The conclusion section offers some precautions about using multipliers: estimates are sometimes exaggerated; size of the multiplier should not be the sole evaluation criteria; an aggregate multiplier may not apply equally to all service sectors; and multipliers indicate nothing about the profitability of the proposed enterprise. (BRR)

ED 252 385   SE 045 304

Biddulph, Fred
Primary Science: The Views of Teachers and Pupils. Learning in Science Project (Primary). Working Paper No. 102.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jul 82
NOTE- 27p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Student Attitudes; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project (Primary)--LISP(P)--focused on science teaching/learning in New Zealand primary schools. Project goals included the identification of major problems of classroom teaching and learning and the study of factors which promote or limit individual children's learning of science. This paper reports on some of these problems and issues. Information was obtained in unstructured audio-taped interviews from: primary inspectors, teachers' college staff, advisers, and non-teaching primary school principals (N=23); classroom teachers (N=24); and mixed ability children (N=35). Analyses of transcripts are reported in two parts. The first part (focusing on primary children learning science) addresses problems and issues related to the amount of science encountered, the purpose of activities, answering strategies, attitudes based on school experiences, ideas gained, and how children learn outside of school. The second part (focusing on primary teachers teaching science) addresses issues and problems related to teacher background in science, science equipment, science education goals, amount of science taken, teaching methods, science syllabi and resource units, and teacher background in curriculum development. One conclusion is that little time is devoted to teaching science and that instruction is often a matter of "covering topics" rather than helping children learn. (JN)

ED 252 010 EC 171 166

Schalock, Robert L.; And Others
Post-Secondary Community Placement of Mentally Retarded Individuals: A Five-Year Follow-Up Analysis.
PUB DATE- May 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; *Employment; Longitudinal Studies; *Mental Retardation; *Prediction; Rural Areas; Secondary Education; Student Characteristics; *Vocational Education

The presentation summarizes data from a 5-year longitudinal study involving 108 special needs students who were part of a cooperative vocational exploration and training program for the handicapped. The program, designed to overcome obstacles in rural areas, moved from a centralized to decentralized model of vocational service delivery that featured such aspects as a prioritized sequence of desired employee skills and behaviors, a series of 14 vocational curriculum teaching modules, and a resource teacher training plan. Descriptive statistics are presented summarizing the major student characteristics, school variables, and community-county characteristics. Significant predictor variables were identified. Three major conclusions were drawn: (1) verified handicap, gender, full scale IQ, family involvement, and absence were among major client characteristics predictive of outcomes; (2) major school variables predictive of outcomes included school enrollment, semester hours in vocational programs, and total years of teaching by the resource teacher; (3) major county community characteristics predictive of outcome included per capita income, number of businesses, and labor force. (CL)

ED 252 087 FL 014 756

Chicago Public Schools Bilingual Education: Differentiated Curriculum. Instructional Design--High Schools. Field Test.
Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Credit Courses; *Curriculum Design; Elective Courses; *English (Second Language); Graduation Requirements; High Schools; Individualized Instruction; *Limited English Speaking; Native Language Instruction; Noncredit Courses; *Secondary School Curriculum; Staff Utilization; Tutoring

An outline of the basic elements and services of the Chicago public high schools' bilingual education programs provides information to assist staff at all levels in implementing the programs. The information includes: (1) descriptions of the basic program components (core instruction in the native language, instruction in English as a second language, bilingual support services such as tutoring and individualized instruction, and elective native language instruction), (2) curriculum sequencing, (3) progress criteria (horizontal), (4) exit criteria (vertical), (5) high school graduation requirements, (6) staffing requirements and (7) recommendations, and special education provisions. Tables present the curriculum unit requirements and scheduling by academic year, and a form for teachers to submit program evaluations is also included. (MSE)

ED 252 117 HE 017 940

Simpson, William A.
Analyzing Faculty Salaries When Statistics Fail.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Discrimination; Case Studies; *Cohort Analysis; *College Faculty; Comparative Analysis; Court Litigation; *Employment Practices; Higher Education; Racial Discrimination; *Salary Wage Differentials; Sex Discrimination; *Statistical Analysis; *Teacher Salaries

The role played by nonstatistical procedures, in contrast to multivariant statistical approaches, in analyzing faculty salaries is discussed. Multivariant statistical methods are usually used to establish or defend against prima facia cases of gender and ethnic discrimination with respect to faculty salaries. These techniques are not applicable, however, when the number of individuals is small or when it is necessary to draw conclusions concerning a single individual. The problem then becomes one of conducting an impartial investigation of a claim made by a single individual assigned to a rather small department. The technique of counterparting, or cohort analysis, can be used to show evidence of salary or promotion discrimination (or its absence) within a unit as small as a department. The idea behind counterparting in salary studies is that, for each individual to be studied, the researcher selects a group of people who are identical to that person with respect to all the commonly available characteristics that affect salary, except for the single characteristic on which the discrimination claim is based. Factors affecting faculty salaries are discussed, along with events that cause a salary change to occur. A hypothetical example of a salary case is included. (SW)

ED 252 145 HE 018 005

Smith, Virginia Carter, Ed.; Said, Carolyn, Ed.
How to Improve Your Productivity. The Best of CASE Currents.

Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-089964-224-1
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- Council for the Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Journal Articles (080)
DESCRIPTORS- Alumni; *Fund Raising; Higher Education; *Institutional Advancement; *Motivation Techniques; Office Management; Organizational Communication; Personnel Management; *Productivity; *Program Administration; *Public Relations; Time Management

Ideas on increasing personal and professional productivity for institutional advancement staff are provided in 25 articles. Techniques are outlined for getting organized, setting deadlines, delegating responsibilities, motivating staff members, and meeting the demands of one- or two-person compus offices. Some of the titles and authors of the articles include the following: "10 Ways to Increase Your Productivity" (Arthur V. Ciervo); "It's about Time: How to Make It and Manage It" (M. Fredric Volkmann); "Guidelines for Success in the Small Shop" (Wesley K. Willmer); "Rx for the Small Alumni Office: Try a Dose of Preventive Organization" (Patricia Szymczak); "Test Yourself! Use This Checklist to Assess the Strengths and Weaknesses of Your Fund-Raising Operation" (Charles H. Webb); "A Cast of Thousands: Recruit Everybody--Volunteers, Staff, Students, Faculty--to Make an Alumni Program Produce" (Elaine Prentice, Sally Rodgers); "Profiles in Productivity: 17 Great Supervisors on Getting More from Your Staff" (Anne Lowrey Bailey); "40 Carrots: To Motivate Employees, Try Listening to Their Needs" (Calvin H. Stoney); "Presto Chango! Watch Us Change a Student into a PR Assistant" (Jennifer Hamlin). (SW)

ED 252 159 HE 018 019

Toppins, Anne Davis; Dunlap, William R.
Learning Styles: Do They Affect Faculty Evaluation?

SPONS. AGENCY- Alabama Univ., University.
PUB DATE- 14 Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cognitive Style; College Environment; College Faculty; Comparative Analysis; Faculty Evaluation; Higher Education; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Behavior

The effect of differences in student and faculty learning styles on student evaluation of faculty was studied at the University of Alabama's College of Education. It was assumed that the professor's learning style influenced teaching behavior. In the final week of the spring semester, the Productivity Environmental Preference Survey (PEPS) was administered to 311 students in 20 graduate and upper-level classes. The professor of each class also completed the survey. In addition, students completed the university's regular evaluation form, the NCS Student Survey of Course/Instructor. A significant relationship between learning style and student evaluation of faculty was found. Seven of the 21 PEPS elements significantly contributed to the relationship between learning style and faculty evaluation: light, design, persistence, self-orientation, kinesthetic perceptual preference, and time of day (late morning or afternoon). The element ranked as most important by student and faculty was kinesthetic preferences. Persistence was another highly-rated variable: both students and faculty saw themselves as preferring to work on long-term assignments. The most significant of the variables was desire for light; students and faculty expressed high need for light. Both students and faculty expressed less perference for afternoon learning. (SW)

ED 252 246 JC 840 602

Planning for the Eighties, Cycle 5, FY86.
Anchorage Community College, Alaska.

PUB DATE- 21 Mar 84
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; *College Role; Community Colleges; Educational Facilities Planning; *Long Range Planning; Master Plans; Two Year Colleges

An overview is provided of the planning process used by Anchorage Community College (ACC), along with detailed plans for fiscal year (FY) 1986. Introductory material highlights the history of ACC and its projections for the future; and provides information on the goals and objectives, timeline, and annual cycle of the planning process employed at the college. Next, the mission statements of the University of Alaska and of ACC are presented. The third section identifies the objectives, services, and assumptions supporting three central college goals: (1) creating a student-centered learning environment; (2) making educational opportunities and successful experiences accessible to previously underserved populations; and (3) establishing educational partnerships with business, and public and private agencies. For each college goal, objectives for attaining the goal are outlined, services designed to achieve the goal are specified, and assumptions affecting goal achievement are presented. The final section discusses the processes used to review instructional programs and services at ACC. Appendices provide: a list of the members of ACC's Council and the Planning and Budget Team, an organizational chart for ACC, an FY86 planning process chart, and actual and forecasted enrollment figures. (HB)

ED 252 261 JC 850 025

Winter, Gene M.; Fadale, LaV[illegible]na M.
A Profile of Instructional Personnel in New York State Postsecondary Occupational Education.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 83

NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrators; *College Faculty; *Faculty Development; Inservice Teacher Education; Needs Assessment; Questionnaires; State Surveys; *Teacher Characteristics; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- *New York

A study was conducted to develop a demographic and inservice education needs profile of faculty and administrators in New York State two-year college occupational education programs. Surveys were administered to all full-time occupational faculty at 55 two-year colleges, soliciting demographic information, educational history, experiential background, inservice needs, and career plans. In addition, questionnaires were administered to occupational education chairpersons and administrators at these institutions, seeking information on faculty recruitment needs and practices, in addition to demographic characteristics and inservice education needs. Study findings, based on responses from 1,922 faculty members, 274 chairpersons, and 64 central administrators, included the following: (1) 61% of the faculty and over 70% of the administrators and chairpersons were male; (2) 67% of the faculty held a masters degree; (3) over 40% of the chairpersons, but only 14% of the administrators indicated that there was no shortage of candidates for faculty positions; (4) recently employed faculty were perceived to be well prepared in subject area knowledge, and acceptably prepared in knowledge of teaching and of the two-year college student; (5) at least 80% of the faculty had participated in some type of professional development activity during the past 3 years; (6) local or regional workshops were preferred by over half of the faculty; and (7) over half of the faculty preferred a subject matter or field content focus, as compared to nearly 25% who preferred a teaching-oriented focus. The study report includes a comparison of findings with a 1975 research study and the survey instruments. (LAL)

ED 252 288 PS 014 796

Elliott, Stephen N.

Children's Acceptability of Classroom Interventions for Misbehavior: Findings and Methodological Considerations.

PUB DATE- Aug 84
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Behavior Problems; Classroom Research; *Classroom Techniques; *Decision Making; Discipline; Elementary Education; *Elementary School Students; Guidelines; Literature Reviews; Models; Negative Reinforcement; Positive Reinforcement; Preschool Children; Preschool Education; Racial Differences; *Research Methodology; Sex Differences; Student Attitudes; *Student Participation
IDENTIFIERS- *Acceptability Judgments; Critical Analysis; Social Validity

Research on clients' perceptions of the acceptability of psychological treatments has grown out of concern for social validity and has resulted in the development of a hypothetical model to explain how individuals might select treatments. This model involves four components: (1) acceptability of treatment; (2) use of treatment; (3) integrity of treatment; and (4) effectiveness of treatment. Relationships among the components can best be characterized as sequential and reciprocal. To date, empirical evidence has not been amassed to support the entire model; however, researchers have provided evidence for several connections between the four components. Based on the idea that children's involvement in decisions about psychological treatments for themselves is often desirable for ethical and pragmatic reasons, this article reviews data-based research on children's judgments of the acceptability of classroom interventions for misbehaviors. Additionally, three methodological areas in treatment acceptability research are critically examined. These areas include conceptual, psychometric, and paradigmatic issues. It is concluded that a basic methodology for examining treatment acceptibility has been tested and found promising. The method has aided in establishing a baseline for designing future acceptability research and has initiated a process of cataloging dimensions of interventions to which children attend when allowed to be involved in treatment decisions. (Author/RH)

ED 252 345 RC 015 103

Education Profile of Kansas Hispanics.
Kansas State Dept. of Human Resources, Topeka.
PUB DATE- Aug 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Attainment; *Educational Status Comparison; Elementary Secondary Education; *Employment Patterns; *Enrollment; Higher Education; High School Graduates; *Hispanic Americans; *Public Education
IDENTIFIERS- *Kansas

The education and employment of Kansas Hispanics in public, elementary and secondary schools were examined, utilizing 1980 data from the U.S. Census Bureau and 1979 data from the U.S. Equal Employment Opportunity Commission. Data pertained to 18 counties located in western, central, and eastern Kansas: Finney, Ford, Grant, Seward, Sherman, Harvey, Reno, Saline, Sedgwick, Sumner, Douglas, Geary, Johnson, Leavenworth, Lyon, Riley, Shawnee, and Wyandotte. These counties, which accounted for about 80% of Kansas' Hispanic population, were selected because they had cities with 1,000 or more Hispanics or had cities with 5% or more Hispanic concentration. Data demonstrated that: Kansas Hispanics tended to have lower educational attainment levels and graduation and school enrollment rates when compared to the total population; Hispanics were underrepresented as teachers, counselors, and administrators; Hispanic educational attainment levels were higher in eastern Kansas than in western and central Kansas; the median years of school completed for Hispanics in Douglas County was 15.3 years compared to 13.5 years for the total population; 17.3% of Hispanic adults in Sherman County were high school graduates compared to 72.2% of the total population; and the low participation rate of Hispanics in education was more pronounced at the university and college levels. (NQA)

ED 252 371 RC 015 138

Barker, Bruce; Logan, Suzanne
Small High Schools Curricula: Alternative Delivery Systems for Meeting Essential Elements.

PUB DATE- Feb 85
NOTE- 10p.; Paper presented at the Annual Conference of the Texas Association of Secondary School Principals (15th, Austin, TX, February 3-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; Cooperative Programs; *Core Curriculum; Correspondence Study; Educational Technology; *High Schools; Microcomputers; *Nontraditional Education; *Required Courses; Secondary Education; *Small Schools; *State Standards
IDENTIFIERS- Electronic Blackboards; Interactive Video; *Texas

The option for small high schools to consider non-traditional approaches to instruction may be a viable way to meet the instructional needs of individual students in Texas' rural communities and comply with the curriculum requirements specified in Chapter 75 (recently passed by the 67th Texas Legislature). Effective in 1985, school districts will be required to provide each student with the opportunity to participate in 30 plus required courses which make up the "well-balanced secondary curriculum." The Texas Education Code makes allowance for smaller schools and the Interim Commissioner has stated that a teacher doesn't have to be hired to offer a course. Approved alternatives include, but are not limited to, cooperatives, contracting, using technological advancements (e.g., interactive television and computer-assisted instruction) and adjusted school day or week. Pulling information from a variety of sources, examples are provided of alternative instructional systems: Cooperation Sharing--Bringing Vocational Education to the Student (Mott School District #6, North Dakota); Correspondence Study (Liberty High School, Washington); Electronic Blackboards (South Oak Cliff High School, Texas); Interactive Videotape (Winthrop Rockefeller Model Secondary Project, Arkansas); Cooperation between Colleges and Schools (Mildred High School-Navarro Junior College); Satellite Transmitted Academic Resources (Texas, Utah, Kansas, Alaska, Missouri, and Arizona); and Microcomputers and Individualized Courses. Addresses of contact persons are appended. (BRR)

ED 252 027 EC 171 184

Silver, Archie A.
Children in Classes for the Severely Emotionally Handicapped.
PUB DATE- Apr 84
NOTE- 7p.
AVAILABLE FROM- Archie A. Silver, USF Medical School, 12901 N. 30th St., Tampa, FL 33612.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Case Studies; *Clinical Diagnosis; Depression (Psychology); Elementary Education; *Emotional Disturbances; Learning Disabilities; Neurological Impairments; Perceptual Handicaps; Severe Disabilities; *Student Characteristics

The report describes the clinical findings of a collaborative program to provide appropriate neuropsychiatric skills for 60 children ages 8 to 14 (grade 3 to 8) and their teachers. The children represented the entire population of two self-contained units (eight classes) for the treatment of children designated as severely emotionally handicapped but not autistic. Of the 60 children, 36 (60%) were suffering from learning disabilities. Eighteen of these had neurological signs suggestive of organic defect of the central nervous system; the remaining 18 children with learning disabilities had specific or developmental learning disabilities characterized by perceptual immaturity in spatial orientation and/or temporal organization, but the classical neurological examination administered to them was within normal limits. Ten additional children were classified as having an attention deficit disorder, and 11 additional children were functioning at a borderline level of cognitive ability. Fifty-nine of the 60 children were suffering from diagnosable psychiatric disorders: 21 (35%) severely anxious, 13 (22%) clinically depressed, 12 (20%) conduct disorders, 6 (10%) oppositional, 3 (5%) schizophrenic, 2 (3%) obessive-compulsive disorder, and 2 (3%) personality disorder. Applications of these findings suggest the need for biological evaluation of problem children and for early detection of children vulnerable to academic failure and emotional disturbances. (Author/CL)

ED 252 058 FL 014 710

Schiffrin, Deborah
Cohesion in Everyday Discourse: The Role of Paraphrase.
Sociolinguistic Working Paper Number 97.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Expressive Language; Language Processing; *Language Usage; Paragraph Composition; Sentence Structure; Sociolinguistics
IDENTIFIERS- *Paraphrase

Analysis of the role of paraphrase in the cohesion of everyday oral discourse suggests that combining two methodological approaches to discourse analysis, using distribution of specific discourse elements and sequential relationships within discourse, creates a more empirical foundation for analysis, leading to a more accurate formulation of the process of producing a cohesive discourse, and eventually to resolution of more general and abstract questions. The discussion is based on 255 paraphrase sequences, discourses in which a speaker paraphrases an already presented proposition after some other discourse material. It is suggested that paraphrases have four functions (intensification, subordination, transition marking, and conversational indexing), and the functions concern very different levels of discourse organization. It is also proposed that a single paraphrase may be used in more than one way, and that the functions cannot always be defined as mutually exclusive, suggesting that the customary practice of separating different sources of cohesion in discourse may not reflect speakers' own methods for producing and understanding orderly discourse, and hence that there is a need to focus more on the relationships between sources of cohesion. (MSE)

ED 252 103 HE 017 761

Johnson, Liz, Comp.; Hall, Roberta M., Comp.

Selected Activities Using "The Classroom Climate: A Chilly One for Women?"

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- 84

NOTE- 6p.; For related document, see ED 215 628.

AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R St., N.W., Washington, DC 20009 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Change Strategies; *Classroom Environment; College Students; *Females; Higher Education; Information Dissemination; Inservice Education; Institutional Research; Interaction Process Analysis; Males; Publications; *Sex Discrimination; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; Teacher Workshops; *Use Studies

Ways in which a publication on sex discrimination has been used by colleges and universities are described. The publication is entitled "The Classroom Climate: A Chilly One for Women?" In addition to identifying over 35 kinds of behaviors by which faculty may treat men and women students differently, the publication discussed in this document includes over 100 recommendations for evaluation and change. The paper, which was the first national report on differential treatment of men and women students in the college classroom, was distributed to colleges across the county. Examples of the use of this paper to implement specific programs on campus are described, and persons who can provide additional information are identified. The different approaches taken in response to the paper involve: specialized campus dissemination efforts; workshops for faculty, administrators, and/or students; in-class use to increase students' awareness of issues; and campus research projects and surveys. A total of 17 college efforts are described. It is suggested that campus research may be improved by: (1) educating students about subtle behaviors in advance of administering a survey so they have the opportunity to observe whether these behaviors occur in their classrooms; and (2) including outside observation of classrooms as well as a survey component. (SW)

ED 252 131 HE 017 968

Brown, Peggy Ann, Ed.
Extending Liberal Education to New Audiences.
Association of American Colleges, Washington, D.C.
PUB DATE- Feb 84
NOTE- 19p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Adult Students; *College Programs; *Continuing Education; Credit Courses; Elementary School Students; *Enrichment Activities; Higher Education; *Liberal Arts; *Lifelong Learning; Management Development; Noncredit Courses; Nontraditional Students; Professional Continuing Education; Secondary School Students; *Staff Development
IDENTIFIERS- Brandeis University MA; Brown University RI; Dartmouth College NH; Georgetown University DC; Hamline University MN; Stanford University CA; University of Hartford CT; University of Pennsylvania; Wabash College IN; Williams College MA

Liberal education offerings at 15 colleges directed to professionals, retired people, and other new audiences are described. An article by Peggy Ann Brown, "Recharging the Batteries on Totally New Fuel," describes four educational programs offered to professionals, including literature seminars at Brandeis University and the Dartmouth Institute's educational activities for high-level executives. Additional program descriptions cover: the Wabash College Executive Program; Stanford University's fellowships for journalists; the Williams College Executive Program; the liberal arts degree program at University of Pennsylvania, which is targeted to nonprofessional employees of CIGNA Corporation. Other programs cited concern: learning after retirement (Brown University); continuing studies (Georgetown University); giving professionals a liberal arts perspective (Hamline University); introducing visitors to the local heritage (University of Hartford); continuing education communications program (University of Missouri-St. Louis); a Western civilization series (New York University); continuing education (Northeastern Illinois University); introducing children to lifelong learning (Onondaga Community College); and exposing executive to ethical principles in policy-making (Washington and Lee University). (SW)

ED 252 173 IR 011 430

Tolman, Marvin N.; Allred, Ruel A.

The Computer and Education. What Research Says to the Teacher.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1061-2
PUB DATE- 84
NOTE- 34p.
AVAILABLE FROM- National Education Association, Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1061-2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitudes; *Computer Assisted Instruction; Computer Assisted Testing; Computer Managed Instruction; *Computers; *Educational Research; *Exceptional Persons; Guidelines; Language Arts; Mathematics Instruction; Recordkeeping; Science Instruction; Social Studies; *Use Studies
IDENTIFIERS- Computer Games; PLATO; TICCIT Computer System

The findings of research on computers and teaching are reviewed in this monograph, both to provide useful guidelines for teachers, and to serve as a reference point for further research. Research results are organized around the following topics: (1) computer availability and use; (2) classroom applications--computer assisted instruction, computer managed instruction, testing and recordkeeping, and instructional games; (3) curricular applications--language arts, mathematics, science, and social studies; (4) exceptional children; (5) attitude and motivation; (6) large computer systems--PLATO and TICCIT; and (7) future issues and concerns--the videodisc, software (quality control and software protection), quality of research, relationship with industry, networking, teacher training, and effect on formal education. A concluding statement briefly discusses some advantages of and problems with computer use, and an 85-item bibliography is provided. (LMM)

ED 252 204 IR 011 467

Gerba, Diana
A Study on Environmental Education Films.
PUB DATE- Jul 84
NOTE- 74p.; Undergraduate independent study project, College of Environmental Science and Forestry, Syracuse, New York.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; Catalogs; Documentaries; Elementary Secondary Education; *Environmental Education; *Evaluation Criteria; *Film Industry; *Instructional Films; Media Selection; Needs Assessment; Questionnaires; Use Studies
IDENTIFIERS- Film Festivals

The degree of communication between the film industry and educators and its effect on the future directions of environmental education films are the focus of this report. Separate surveys were mailed to 100 film industry producers and distributors and 150 elementary and secondary educators in Maine, Kansas, Pennsylvania, California, and Alabama. An introduction, literature review, and description of the methodology are followed by an extensive report of the study results, which are based on a 21 percent return from the film community and a 44 percent return from the educational community. Tables for each survey question show percentage, mean ranking, and separate results from the film industry and the educational population as to their opinions on educational film topics, length, quality, audience range, markets for films, film concepts, selection purposes, formats, and so on. Conclusions indicate a serious lack of communication between the educational and film communities in regard to environmental education films. Appendices contain information on the National Association for Environmental Education 1983 film festival; copies of the two questionnaires used; a 17-item selected bibliography; and a 6-page bibliography on environmental education films for elementary schools, as well as media usage, film production, and film resource materials. (LMM)

ED 252 232 IR 050 972

Evans, Max J.; And Others
The Midwest State Archives Guide Project: An Evaluation. Final Report.
Wisconsin State Historical Society, Madison.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Sep 82
NOTE- 65p.; For related documents, see IR 050 970-973.
GRANT- NHPRC-80-8
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; *Computers; Data Processing; *Government Publications; Information Retrieval; Information Storage; Library Collections; Program Descriptions; Recordkeeping; Records (Forms); *State Agencies; State Programs; Statewide Planning
IDENTIFIERS- *Machine Readable Bibliographic Data Bases; Machine Readable Cataloging; Records Management; Wisconsin

This document serves as the final report to the National Historical Publications and Records Commission (NHPRC) of the work of the Midwest State Archives Guide Project. The project involved the state archives in Minnesota, Illinois, Indiana, and Wisconsin, and was expected to contribute to a projected national guide project database, though when the project began there had been little systematic planning for a national information system outside of the NHPRC staff. This report describes the purposes of the project, its successes, and its problems, and examines alternative approaches to an archival descriptive database. It also addresses the goals of the project as described in the grant application, and notes how outside events made some of the goals irrelevant, or caused the project team to change their emphasis. Appendices, which make up more than half of the document, comprise: (1) Publications and Papers Generated from Participation in the Midwest State Archives Guide Project; (2) A Comparison of Natural Language Access and Assigned Term Indexing; (3) Data Base Design; (4) Style Sheet; (5) Data Entry Forms Used during the Project; (6) Illinois County Records Approach and Data Base Design; and (7) Sample of Wisconsin and Minnesota Reports. (THC)

ED 252 318 PS 014 853

Bastien, Marilyn P.
Reducing Medical Exclusions of Kindergarten Children.
PUB DATE- 84
NOTE- 51p.; Nova University Practicum Report, 1984.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Community Health Services; *Immunization Programs; *Kindergarten Children; Low Income Groups; *Parent Education; Parent Participation; *Physical Examinations; Preventive Medicine; Primary Education; Public Health; *School Health Services; Urban Schools
IDENTIFIERS- *Illinois (Chicago); *Medical Exclusions

A practicum was conducted to address the problem of medical exclusion of kindergarteners in a Chicago elementary school serving black, low income children. In order to comply with the state health law, all students entering school for the first time must show evidence of a current physical examination and up-to-date immunizations. Students not in medical compliance by October 15 are excluded from school until they meet these requirements. A review of the literature revealed that the preferred method of achieving medical compliance was to refuse admittance to school to any student lacking these medical requirements. Instead of refusing admittance, a 3-month campaign was waged beginning in the summer of 1984 to give information to parents about available medical services. Since the area was isolated from city health facilities and parents were poor, free and inexpensive medical care was coordinated at facilities near the school. Notices sent home with students and given at parent group meetings disseminated information about medical requirements and the availability of health care. While the goal of 90 percent medical compliance was not achieved by October 15, considerable gains were made and by that date, 71 percent of the students had received the needed health care. Recommendations were made for decreasing parental indifference through parent groups and high school education so that medical exclusions can be further reduced in the future. (Author/CB)

ED 252 332 RC 015 057

Reece, Jerald L.
Inservice Needs: Perceptions of Rural Teachers, Principals and School Board Members--A Nine State Study.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Boards of Education; Educational Attainment; Educational Attitudes; *Educational Quality; Elementary Secondary Education; Ethnic Origins; *Inservice Education; Language Proficiency; *Needs Assessment; Preservice Teacher Education; Principals; Program Development; Program Evaluation; *Rural Education; Sex Differences; *Teacher Attitudes; Teacher Education Programs; Teaching Load
IDENTIFIERS- Arizona; Colorado; Kansas; Nebraska; New Mexico; North Dakota; Oklahoma; *Satisfaction; South Dakota; Wyoming

To determine perceptions of school board members, teachers, and principals in rural schools about the quality of their educational programs, the type of preparation they had received in preservice programs, and the inservice opportunities available to them, responses to questionnaires from 2,028 teachers, 119 principals, and 113 school board members throughout the states of Arizona, Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Wyoming were analyzed. Background data were broken down according to sex, school placement, linguistic fluency, ethnic origin, and educational attainment. More than 80% of teachers and principals and more than 65% of school board members were satisfied with selected aspects of their school program, 80% of teachers and 75% of principals had no specific preparation for service in a rural setting, and approximately 92% of teachers and 100% of principals had participated in inservice training. Inservice programs designed to upgrade rural school personnel may need to be different from those in the past. Such programs should include expanded off-campus, field-based graduate programs, rural school program models, leadership roles for rural teachers and principals in planning, directing, and presenting inservice workshops, procedures for multiple teaching activities, and increased understanding of rural cultural issues. (MM)

ED 251 994 EC 171 148

Girard, M. Phyllis
Realistic Drama: Modern Man's Search for Significance (A High School Curriculum Unit for the Gifted Students). Programs for Gifted Students.
Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 81
NOTE- 15p.; For related documents, see EC 171 144-152. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Drama; *Gifted; High Schools; Learning Activities; Theater Arts

One in a series of booklets on instructional units for gifted students, the document centers on drama for high school students. Objectives of the interdisciplinary course include increased awareness of the dramatist's role in society and greater sensitivity to the creative process. An introductory section examines the major differences between Greek classical theatre and the modern theatre, giving examples from the writings of Ibsen, Chekhov, Miller, and O'Neill. Twenty-five suggested activities are presented, includng analysis of the influence on drama of the ideas of Karl Marx, John Stuart Mill, Charles Darwin, and Sigmund Freud; the nationalistic theatre movement; the role of the hero in modern drama; symbolism in Chekhov's writings; Ibsen's writings about the rights of women; and philosophical concepts about the meaning of life as reflected in the work of John Millington Synge, Chekov, O'Neill, and Thornton Wilder. (CL)

ED 252 043 EC 171 200

That All May Read: Library Service for Blind and Physically Handicapped People.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

REPORT NO.- ISBN-0-8444-0375-X
PUB DATE- Jan 84
NOTE- 518p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Accessibility (for Disabled); *Blindness; Federal Legislation; *Federal Programs; History; *Library Services; *Physical Disabilities; State Programs; Visual Impairments
IDENTIFIERS- National Library Service for the Blind

The book is intended to provide an overview of the needs of blind and physically handicapped individuals who are unable to use print resources and to describe practices designed to meet those needs. An initial section reviews the history of library services to this population, noting federal legislation and agencies which serve them. A detailed history of the National Library Service for the Blind and Physically Handicapped is included. Part 2 includes papers on users (results of questionnaires, interviews, and site visits), materials and publishers (including braille, large type materials, and music services); reading aids and devices; state programs from the perspective of a state librarian; and the National Library Service Network. Part 3 presents four papers on the following topics: school library media services, public libraries (services for the blind and physically handicapped); academic library services (facility accessibility, financial considerations); and training and research in librarianship. The final section shifts to an international orientation; the papers in this section focus on developments in library services for blind and physically handicapped persons in other countries and international cooperation. (CL)

ED 252 073 FL 014 728

Irvine, Judith T.
Wolof Speech Styles and Social Status. Working Papers in Sociolinguistics Number 23.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.
PUB DATE- Mar 75
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Code Switching (Language); Diachronic Linguistics; Intonation; *Language Styles; *Language Variation; Morphology (Languages); Phonology; *Social Class; *Social Status; Sociolinguistics; Syntax; *Wolof

African Wolof society is divided into a number of ranked status groups or castes, the largest of which is the high-ranking noble caste. Wolof conceive of two styles of speaking, the restrained or noble-like and the elaborated or "griot"-like, and the two styles are connected by the presence or absence of "kerse," honor and self-control. The linguistic phenomena relevant to social rank are found in all aspects of speech performance: paralinguistic phenomena (such as intonation), phonology, syntax, and lexicon. Intonational features provide the most striking differences in style. Phonological differences seem to be related to differences in speech tempo. The griot style uses syntactic devices that lengthen the total utterance but add little or nothing to its meaning, while the noble style uses shorter, blander forms and intentional errors as a sign of high rank. The variants can also signal high and low rank within a caste. The use of intentional error can create confusion between a high-ranking individual and a linguistically incompetent foreigner. The linguistic system as a whole may have shifted in the direction of the high-status variant, and the reduction in surface elaboration is consistent with high-rank restraint and nonfluency, possibly arising from the general population's desire to appear more high-ranking. Thus the cultural valuation of speech can influence both the form and the direction of language change. (MSE)

ED 252 188 IR 011 449

Scope and Sequence for Computer Education (Grades K-12).
Anchorage Borough School District, Alaska.

PUB DATE- 84
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computers; *Computer Science Education; Computer Software; Elementary Secondary Education; *Objectives; Program Descriptions; Programing; Programing Languages; Student Attitudes

This document outlines the scope and sequence of a school district program designed to assist students to learn to use computers and to develop positive attitudes, values, and motivation towards computers and their applications as appropriate for each individual's age, needs, and desires. A chart format is used to outline the curriculum scope for each grade for grades K-6 and the program sequence for grades K-12. Program and instructional objectives are coded to the curriculum areas of science, social studies, mathematics, and language arts/reading. The scope charts include a correlation of objectives with recommended texts, curriculum area/unit, suggested software, and other resources. (LMM)

ED 252 218 IR 050 957

The Implementation of Modern Information and Documentation Systems and Services with Special Reference to Information Needs in Eastern Africa. Advanced Postgraduate Training Course (3rd, Great Britain and the Federal Republic of Germany, June 22-August 1, 1980).

German Foundation for International Development, Bonn (West Germany).

REPORT NO.- DOK-1057-B/a; KF-28-53-80

PUB DATE- 80

NOTE- 28p.; This course was organized by the College of Librarianship, Wales on behalf of the German Foundation for International Development. For related documents, see IR 050 958-959, IR 050 967, and IR 050 969. Some pages have small or faint print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Archives; Course Descriptions; Course Objectives; *Developing Nations; Documentation; *Information Needs; *Information Services; Information Systems; Library Automation; *Library Education; *Library Personnel; Professional Development; Program Evaluation

IDENTIFIERS- *Africa (East)

The 7-week Advanced Postgraduate Training Course for Information Specialists from Eastern and Southern Africa described in this document was part of a long term training program designed to provide senior librarians, documentalists, and archivists with information on recent developments in methodology and technology in their special field of work. The report includes: (1) course objectives; (2) a program description; (3) a breakdown of participants by country; (4) a description of the staff; (5) a description of social events; (6) an evaluation of the course; and (7) a description of the study tour in Germany which was part of the course. Appendices include outlines of each of the four modules that made up the course--Information Services, Media Technology, Computer Based Library and Information Systems, and Staffing: Formal Structures and Human Aspects; a list of participants; a vote of thanks written by I. M. N. Kigongo-Bukenya, Deputy Director Public Libraries Board, Uganda; and a speech by Justin Kiyimba, Chief Librarian, Ministry of Public Service, Uganda. The course was attended by 19 participants from Botswana (1), Ethiopia (4), Kenya (4), Mauritius (1), Sudan (1), Tanzania (2), Uganda (4), and Zambia (2). (THC)

ED 252 247 JC 840 605

Stumph, Wayne J.
Financing Community Colleges--The Several Ways.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at a Meeting of the Association of School Business Officers (Atlantic City, NJ, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Equalization Aid; *Financial Policy; *Financial Problems; Financial Support; *State Aid; Two Year Colleges

An overview and analysis of state funding for community colleges is provided in this paper. After noting the inadequacy of state financial support for community colleges and the inconsistency of funding methods, the paper identifies states with large community college systems and states with few community college districts relative to their size. Next, brief descriptions are provided of the funding formulas for state support operating in California, North Carolina, Alabama, Illinois, Ohio, New Jersey, New York, Arkansas, Texas, and Washington. The next section of the paper discusses the benefits of certain features of state funding formulas, i.e., full-time equivalent faculty formula factors, formulas that provide extra amounts for new colleges and small institutions, variable formula factors, and multi-factor formulas. Following this the paper looks at some of the negative consequences of particular state financing practices, including per credit hour allocation, appropriations made late in the fiscal year, enrollment ceilings, state-determined tuition rates, and contact hour formulas. Finally, ways of improving state financing are suggested. (LAL)

ED 252 275   PS 014 630

Anderson, Sarah-Marie
Providing for Kindergarten Music Instruction by the Classroom Teacher.
PUB DATE- Jun 81
NOTE- 45p.; Practicum Report, Nova University, 1981.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *Kindergarten; Kindergarten Children; *Music Activities; *Music Education; Music Teachers; Practicums; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Teacher Attitudes; Teacher Education

The goals of this practicum were to improve kindergarten music instruction by providing the classroom teacher with (1) kindergarten music instructional objectives; (2) a kindergarten skills development sequence; (3) tested sample unit study plans for an interdisciplinary approach to music instruction; and (4) an orientation class in music activities. The practicum took place within the confines of a neighborhood school in a predominantly white, upper middle class community of various ethnic groups. Prior to the beginning of the practicum, a survey of kindergarten teachers from 14 area elementary schools was conducted. Most of the teachers interviewed indicated that county-wide instructional objectives and/or a kindergarten music skills sequence would help with the planning of their classroom instruction. A set of 14 kindergarten music instruction objectives was developed following the Dade County Balanced Curriculum Music Instructional Objectives for first though sixth grades. An orientation in the use of the proposed instructional objectives was conducted, and a sample unit study plan was field-tested. Results revealed that the tested lesson was largely successful. Appended materials include the results of the survey, kindergarten music instruction objectives, the music skills development sequence, an observational checklist for music instruction, and a list of equipment for a rhythm band. (AS)

ED 252 303 PS 014 825

Lyon, Mark A.
Learning Rate Differences for Knowledge, Comprehension and Application Tasks.
PUB DATE- Apr 84
NOTE- 41p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Difficulty Level; Grade 7; Grade 8; Junior High Schools; Junior High School Students; *Learning Processes; Mastery Learning; Problem Solving; *Time Factors (Learning); *Time on Task
IDENTIFIERS- *Blooms Taxonomy

Many previous studies have documented the importance of time needed for learning and time spent in learning as parameters of educational achievement. However, most of this research has not considered the different types of tasks students are asked to learn. This study examined differences in student learning rates, amount of information acquired, and amount of information retained in three common types of classroom tasks. Reflecting Bloom's (1956) taxonomy, these tasks required knowledge of specific facts; comprehension of basic concepts and principles; or application of facts, concepts, and principles to problem-solving activities. A total of 88 seventh and eighth graders were given five repeated exposures to three reading passages and were tested following each trial. A retention test was administered 1 week later. Results indicated large differences among knowledge, comprehension, and application tasks for all measures of student performance. Two explanations of the results were perceived as relevant to classroom practice: (1) the three different types of tasks may be truly hierarchical in complexity (implying that teachers should allow proportionately more time for students to master complex tasks), or (2) schools may provide less exposure to the comprehension tasks (in which case teachers might rectify the problem by concentrating on these skills). In terms of research design, it was suggested that time differences in mastering these tasks could be minimized by providing corrective feedback. (Author/CB)

ED 252 386 SE 045 305

Biddulph, Fred

Primary Science: A View of the Classroom. Learning in Science Project (Primary). Working Paper No. 103.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Oct 82
NOTE- 33p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; Concept Formation; Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; *Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Methods
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project (Primary)--LISP(P)--focused on science teaching/learning in New Zealand primary schools. Previous information about science teaching/learning was obtained from interviews with children, teachers, principals, science advisers, teachers' college lecturers, and inspectors. To gain additional insights, observations and audiotape recordings were made of six science lessons taught by four experienced teachers; about 90 students aged 5- to 11-years-old were observed during approximately 3 hours of science instruction. The intent is not to give an entirely balanced view of good or bad learning, but rather to clarify difficulties in teaching and learning science. Results are presented and discussed in two sections. The first section focuses on six issues relating to teachers teaching science, such as teacher-centered lessons and teachers assuming that students' meanings for words were correct. The second section, which focuses on children learning science, examines issues related to children's: questions, communicating ideas, changing ideas, understanding things, answering strategies for teachers' questions, and strategies when doing activities. One conclusion noted (which supports previous data) is that teachers perceive their role in primary science teaching as one of transmitting knowledge to children. (JN)

ED 252 011 EC 171 167

Marchetti, Allen

National Trends Related to Staffing Residential Facilities for the Mentally Retarded: Are More Staff the Answer?

PUB DATE- May 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; Institutional Personnel; Institutions; *Mental Retardation; *Residential Institutions; *Staff Role; *Staff Utilization; Standards; *Trend Analysis

IDENTIFIERS- *Staffing Ratio

Issues related to altering organizational and staffing patterns to respond to changes in public residential facilities for mentally retarded persons are reviewed. Factors affecting societal concern for the treatment and care of mentally retarded persons are considered, including public exposes, court litigation, and the development of parental and professional advocacy groups. The changing population in facilities for mentally retarded persons is noted, and the status of staffing standards (specifically as developed by the American Association of Hospitals, and the Accreditation Council for Services for Mentally Retarded and other Developmentally Disabled persons) is reviewed. Staffing standards advanced by regulatory agencies and the courts are also described. Increases in staff-to resident ratios for a variety of medical, educational, and therapy personnel are recounted. Studies on factors affecting staff-to-resident interactions and in turn the quality of care provided are described. The paper notes that few empirical studies validating the cost/benefit relationship regarding increases in staffing ratios have been performed. (CL)

ED 252 088 FL 014 757

Subject Area Glossary. Chinese-English Vocabulary. Curriculum Bulletin Number Thirteen.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- Feb 75
NOTE- 110p.; Developed by the Division of Teaching English to Non-English-Speaking Children.
LANGUAGE- Cantonese; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Art; *Cantonese; Chinese; *English; Glossaries; Immigrants; *Intellectual Disciplines; *Intonation; Language Arts; Library Science; Limited English Speaking; Mathematics; Military Science; Physical Education; Public Schools; Recreation; Sciences; Second Languages; Social Studies; Telecommunications; *Vocabulary

A glossary for use in the Chicago public schools by teachers of Cantonese-speaking, limited-English-speaking students begins with a section on the Cantonese tone system to assist teachers in pronunciation and a section listing commonly used English words. Sections of vocabulary pertinent to various subject areas follow. Each section contains an alphabetized list of English words, followed by the Chinese equivalent ideograph and its phonetic transcription using the International Phonetic Alphabet. The subject areas include: art, foreign languages, language arts, library science, mathematics, music, physical education, recreation, Reserve Officers Training Course science, social studies, telecommunications, and English as a second language. (MSE)

ED 252 118 HE 017 946

Sexual Harassment of Students at Iowa State University. Subcommittee Report Approved by the University Committee on Women.

Iowa State Univ., Ames. Committee on Women.

PUB DATE- 23 Mar 82
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Students; Females; Higher Education; Institutional Research; Males; Position Papers; Questionnaires; *Sex Differences; *Sexual Harassment; State Universities; *Student Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Iowa State University

Sexual harassment in student-teacher relationships at Iowa State University was investigated in 1981. A questionnaire was sent to 1,000 male and female undergraduate and graduate students, and 372 responses were received. One focus was to determine what types of teacher behavior students considered to be sexual harassment, and to what extent male and female students differed in their definitions of sexual harassment. Over 90 percent of both male and female students considered explicitly sexual propositions, physical advances, and sexual bribery to be sexual harassment. Different perceptions were found concerning whether five other types of behavior were sexually harassing. Attention was also directed to respondents' perceptions about the extent to which most female and male students experienced each of the eight types of behavior. Students also reported on the frequency of personally experiencing each of the behaviors. Several questions were addressed only to those students who had personally experienced physical advances, explicit sexual propositions, or sexual bribery from faculty members. Reporting of incidents of harassing behavior was also considered. Recommendations to the college and a questionnaire are included. (SW)

ED 252 146 HE 018 006

Burke, Janet; Cannon, Joan B.
Improving Job Seeking Skills: A Training Program for Liberal Arts Graduates.

PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (7th, West Palm Beach, FL, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; Employment Interviews; Employment Qualifications; Higher Education; *Job Application; *Job Search Methods; *Liberal Arts; *Portfolios (Background Materials); *Workshops
IDENTIFIERS- University of Lowell MA

The effectiveness of a two-day workshop on job-searching skills and interview techniques for students graduating from a college of liberal arts was evaluated. The training program was designed and implemented at the University of Lowell with a pilot group of liberal arts graduates in spring 1983. Students learned to prepare a professional resume, cover letter, and followup letter. Individual and group discussions of participants' resumes and cover letters were conducted. Materials were distributed to students on the topics of resumes and correspondence, job listings, and interviews. Students also developed resumes and cover letters for five actual jobs. In addition, students were helped to recognize their skills and talents that were relevant to job performance. To help improve students' interviewing skills and appearance, simulations and videotaping were used. Followup interviews demonstrated that students can be trained in job-searching skills in a relatively short time period and that such workshops are helpful to finding employment. Responses to followup interviews from three participants are provided that cover background employment information, search processes and strategies, and overall program evaluation. (Author/SW)

Student Financial Aid Programs. State of Alaska Annual Report, 1983-84. Document Number 85-1.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- 84
NOTE- 44p.
AVAILABLE FROM- Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Financial Aid Applicants; Foreign Students; Graduate Students; Higher Education; *Incentive Grants; In State Students; Loan Repayment; Majors (Students); Out of State Students; *State Aid; State Surveys; *Student Exchange Programs; *Student Financial Aid; *Student Loan Programs; Undergraduate Students
IDENTIFIERS- *Alaska; Alaska Student Loan Program; State Educational Incentive Grant Program; WICHE Student Exchange Program

Participation levels for 1983-1984 for two student financial aid programs provided by the State of Alaska and one regional student exchange program are reported. Brief descriptions of these three programs are also provided: the Alaska Student Loan Program, the Western Interstate Commission for Higher Education (WICHE) Student Exchange Program, and the State Educational Incentive Grant Program. In addition to data on participation rates for the programs, information is included on: loan award amounts, loans to undergraduate and graduate students, loan repayments, loan defaults, exchange fields, and WICHE program support fees. Statistical tables cover: mean loan amounts per recipient by in-state/out-of-state level, 1980-1984; 10 top states of attendance for Alaskans with undergraduate loans, 1979-1984; in-state and/out-of-state attendance by student level, 1982-1984; distribution of borrowers by foreign country by attendance, 1983-1984; WICHE support costs by field of study, 1983-1984; distribution of students receiving state educational incentive grants, 1978-1984; yearly summary of undergraduate and graduate student loans, distribution of Alaska state loans for students attending in Alaska, 1983-1984; institutions at which at least 50 Alaska student loan borrowers attended, 1983-1984; percent of undergraduate and graduate loans used in Alaska. (SW)

ED 252 262 JC 850 026

Winter, Gene M.; Fadale, LaVerna M.

Geographic Mobility of Postsecondary Occupational Education

Graduates.

State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 83
NOTE- 79p.; For a related document, see JC 850 027.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Employment Opportunities; *Employment Patterns; Job Placement; Majors (Students); *Occupational Mobility; Questionnaires; State Surveys; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *New York

A research project was conducted to determine where graduates of two-year college occupational programs in New York State found employment and to assess factors that contributed to placement trends. During fall 1982, questionnaires were mailed to the director of placement at all two-year colleges with approved occupational programs in the state, requesting job placement data by occupational program title and by sex and asking placement officers for their interpretation of locally relevant employment opportunities, on-campus recruitment, and graduate employers. Study findings, based on responses from 52% (N=28) of the colleges surveyed, included the following: (1) 44.1% of the program graduates were employed in the sponsor area, 24.4% in the college's planning region, 15% in a contiguous planning region, 8.8% in a non-contiguous region, and 8.0% out-of-state; (2) when compared with agricultural and technical colleges and independent colleges, community colleges exhibited higher placement rates within their sponsor area; (3) geographic concentration of employment opportunities in various fields and the extent of on-campus recruitment were active factors in graduate mobility; (4) a large majority of the placement officers felt that graduates' county of origin was an important factor in the employment decisions of at least half of the students; and (5) few gender-related mobility trend differences were found. The study report includes a breakdown of survey responses by program and region, and the survey instruments. (LAL)

ED 252 289 PS 014 797

Raeissi, Pouran; Baer, Donald M.

Teacher-Controlled Attention Pattern in Normal and Developmentally Delayed Preschool Children.

PUB DATE- Aug 84

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attention Deficit Disorders; *Attention Span; Behavior Theories; *Definitions; Learning Disabilities; Mental Retardation; Naturalistic Observation; *Preschool Children; Preschool Education; *Preschool Teachers; Surveys; *Time on Task

Attentional processes are said to be central to children's academic learning, yet theories of attention may not be useful in defining and measuring such learning. A formal survey of 35 preschool teachers indicated that teacher definitions were either vague and intuitive, based on many observable child behaviors (like eye orientation and being quiet), or inferred from noting the results of successful teaching. Since the most consistent theme of these definitions was whether the child was "on task," a study was designed to see whether this definition of attention was workable and informative. Observations were made of six developmentally delayed and mentally retarded children and six normal children ages 3 to 5 years. The students were observed during a preacademic time when they were instructed to complete an assigned task within the group or individually. Observers recorded on- and off-task behavior and possible distractors every 10 seconds. Results showed that normal and delayed children are typically on-task in their teacher's presence. They are appreciably off-task in their teacher's absence, more so for developmentally delayed children. It was concluded that what teachers consider inattention may be social reactions to their absence rather than generalized central or organic deficiencies. (Author/CB)

ED 252 346 RC 015 104

Daly, Joseph L.; Richburg, Robert W.
Student Achievement in the Four-Day School Week.
Colorado State Univ., Ft. Collins. Dept. of Education.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.; Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 61p.
AVAILABLE FROM- Office for Rural Education, Colorado State University, 300 Education Bldg., Colorado State University, Fort Collins, CO 80523 ($16.00 ea., or 10 or more copies $15.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classes (Groups of Students); Elementary Education; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Language Skills; *Longitudinal Studies; Mathematics Skills; *Program Evaluation; Program Implementation; Reading Comprehension; Study Skills; Vocabulary Skills

IDENTIFIERS- *Colorado; *Four Day School Week; Impact Studies; Iowa Tests of Basic Skills

To gather longitudinal student achievement data from schools utilizing the four-day week, Iowa Tests of Basic Skills (ITBS) grade equivalent scores were obtained in 1984 from five rural Colorado school districts for four consecutive years--two years prior to and two years following the districts' change to the shortened week. A first analysis identified two groups of students: one (N=62) provided a sequence starting with grade three and going through grade six, and a second (N=45) started with grade four and went through grade seven. A second analysis examined the performance of a given grade level for each of the four consecutive years for grades three, four, five, and six. Analysis of the ITBS scales revealed that the change to a four-day school week had no effect on student academic achievement, although there was a suggestion that there might be some leveling of performance during the first year the schools were on the four-day schedule. Analysis of the same grade level across the four-year period also provided no clear evidence that the change had any effect on student achievement. The significant differences might be explained by the observation that one year or class of students performs quite differently from another. (BRR)

ED 252 358 RC 015 116

Butler, Lorna Michael; Howell, Robert E.
Community Needs Assessment Techniques. Coping With Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-44
PUB DATE- Oct 80
NOTE- 23p.; For related documents, see ED 225 754-755, and RC 015 106-117. Document printed in colored ink throughout.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Advisory Committees; Biographies; Case Studies; Census Figures; *Community Change; *Community Study; Community Surveys; Content Analysis; *Coping; Delphi Technique; Leaders Guides; Meetings; *Needs Assessment; Participant Observation; *Population Growth; Public Opinion; *Research Methodology; Resource Materials; Rural Areas; Social Networks
IDENTIFIERS- *Impact Studies; Key Informant Approach; Nominal Group Technique; Vital Statistics; Washington

Designed to help local government officials, agency personnel, and members of citizen groups involved in the planning process for a rapidly growing community, this introduction to community needs assessment provides background information on the reasons for conducting community needs assessment, guidelines for determining which techniques are most appropriate, and a brief description of 13 different needs assessment techniques. Advantages and disadvantages of each method are given plus a list of references. The techniques include use of census and vital statistics records, content analysis, participant observation, case studies, social network analysis, surveys, key informants, life histories, nominal group process, delphi technique, advisory groups and task forces, community forums, and community impressions. Although a community needs assessment is an excellent means of involving the public in problem solving and developing local goals, the guide stresses the need to use multiple methods when carrying out a needs assessment--or many people and potential problem areas will fall through the slats. A brief, closing example illustrates how needs assessment techniques were used in Creston, Washington. (BRR)

ED 252 372 RC 015 139

Rural Resources Guide: A Directory of Public and Private Assistance for Small Communities.

Department of Agriculture, Washington, D.C.

PUB DATE- Dec 84
NOTE- 564p.; Prepared by the Office of Rural Development Policy. For related document, see ED 238 655.
AVAILABLE FROM- Government Printing Office, Washington, DC ($12.00 each; Stock No. 001-019-00379-1).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Development; *Community Services; Databases; Financial Support; Information Sources; National Programs; Natural Resources; Philanthropic Foundations; *Private Agencies; *Public Agencies; *Public Facilities; Referral; Regional Programs; Resource Materials; *Rural Development; State Programs; Technical Assistance

Designed to help rural officials, including tribal governments and community leaders, quickly identify sources of assistance for rural development, this guide catalogs approximately 440 sources of public and private national level technical and financial resource assistance. The sources of assistance listed generally focus on local governments and communities rather than individuals. Only those sources that are available in at least a 3-state area are included. Although the federal government has by far the largest number of listings, the guide is unique in its inclusion of private nonprofit resource providers--interest groups, service and civic clubs, professional and trade associations, churches, and foundations. Sources are listed in six broad categories: Community Facilities, Services (including education), General Community Improvement, Natural Resources, Information/Research/Liaison, and Multipurpose Foundations. Within each topic, sources of technical and then financial assistance are presented. Each reference includes the resource, resource title, resource provider, who may apply, special conditions (if any), resource provided, and resource contact. The appendix lists federal agencies' state and regional offices, state government development agencies, and other useful federal and state contacts, as well as regional offices for private providers. A comprehensive subject index provides a listing of key words to help locate specific information. (BRR)

ED 251 995 EC 171 149

Girard, M. Phyllis
Greek Theatre: A Reflection of Ancient Greek Society (A Program Alternative for High School Gifted Students). Programs for Gifted Students.
Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 78
NOTE- 24p.; For related documents, see EC 171 144-152. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; *Gifted; *Greek Civilization; *Greek Literature; High Schools; Learning Activities; *Theater Arts; Units of Study

One in a series of instructional units designed for gifted students, the paper describes a high school curriculum that examines the Greek theatre as a reflection of Greek society. The unit is designed to provide academic substance while developing higher level critical thinking skills. Following a brief introduction on the integration of theatre and society, the course objectives (including increased cognizance of the artist's role in society and increased appreciation of different art forms) are listed, and classroom procedures are reviewed. The following four units are presented, complete with narrative information, suggested readings and suggested activities: "Introduction to the Greek Theatre," "Aeschylus's 'The Oresteia'--The Evolution of Justice," "Sophocles--the Personification of the Greek Ideal," and "Euripides--the Critic of Athens." (CL)

ED 252 028 EC 171 185

Ebert, T. A.; And Others
DP Operations and Untapped Talent.
Western Industrial Research and Training Centre, Edmonton (Alberta).
PUB DATE- 83
NOTE- 6p.; In the Proceedings of the Industrial Electrical and Electronic Engineers 1983 Workshop on Computers and Education and Employment of the Handicapped, p.65-69.
AVAILABLE FROM- Industrial Electrical and Electronic Engineers Computer Society, 1109 Spring Street, Suite 300, Silver Spring, MD 20910 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Processing Occupations; Electronics; *Employment Potential; Job Skills; *Mental Retardation; *Vocational Rehabilitation

The article describes a vocational habilitation program to train mentally disabled persons as electronic data processing (EDP) personnel. An economic rationale for employing disabled individuals is supported with market survey data, and the capabilities of disabled persons are shown in the preliminary results of a pilot EDP training program. Finally, a checklist to evaluate the potential suitability of a data center operation with mentally disabled employees is presented. (CL)

ED 252 059 FL 014 711

Woodbury, Anthony C.
Switch Reference, Syntactic Organization, and Rhetorical Structure in Central Yup'ik Eskimo. Sociolinguistic Working Paper Number 98.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *Eskimo Aleut Languages; *Form Classes (Languages); Rhetoric; *Sentence Structure; Sociolinguistics; *Syntax
IDENTIFIERS- *Yupik

Yupik language has two devices to indicate switch reference. The rules generally given for them are not entirely correct, and counterexamples to the ideal have been found previously. A subset of those counterexamples in Central Yupik Eskimo support the claim that there are two systems, partially overlapping and partially unique, that organize discourse. One of these is a system of inflectional categories and the surface syntactic analysis it presents, and the other is a system of rhetorical structure, the structural analysis of the surface utterance that is evident from intonation, external sandhi, and sentence adverbial particle choice and placement. Neither system's syntactic analysis can be fully predicted from the other's. The switch reference that is entirely determined by the inflectional system is considered to be the ideal switch reference by both speakers and grammarians. However, research must proceed at both the clause/sentence level and the discourse level. (MSE)

ED 252 104 HE 017 766

Benson, Gary L.

Teaching: The Missing (and Critical) Dimension in Management Education.

PUB DATE- 84

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Business Administration Education; Change Strategies; *Faculty Development; Faculty Evaluation; Higher Education; *Inservice Teacher Education; *Instructional Improvement; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teaching Skills

Research on teaching effectiveness is discussed, along with initiatives to improve the quality of teaching in business and management schools and colleges. Responses to a survey on teaching effectiveness are examined to identify perceptions of 427 undergraduate and graduate business students. In addition, results of a survey of 79 business and management faculty members concerning their training as a teacher are summarized. Student rankings of the teaching in 10 types of courses revealed that teaching in business/management courses was ranked relatively low (eighth) in quality. The faculty survey found that only two teachers had received any formal teacher training or development as part of their doctoral program in management or business administration. Only three of the faculty taught in business/management colleges that provided ongoing inservice teacher training and development programs. The following recommendations are offered: toughen accreditation standards, develop voluntary programs, change the promotion and tenure process, develop incentives and rewards to meaningfully encourage and reward teaching excellence, and develop better methods and procedures for evaluating teaching effectiveness. (SW)

ED 252 174 IR 011 431

Scott, Aldyth D.
Computer-Related Pre-Professional Education for Library and Information Work.
PUB DATE- Dec 83
NOTE- 9p.; Paper presented at the Annual Conference of the Instructional Technology and Library and Information Science Association (London, England, December 8-10, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Computer Science Education; *Courseware; *Curriculum Development; Foreign Countries; Higher Education; *Library Education; Program Development; *Technological Advancement
IDENTIFIERS- England

This analysis of a research and development program conducted in the Brighton Polytechnic Department of Librarianship between 1975 and 1980 to explore the use of computer-related education in all areas of the librarianship curriculum focuses on the use of computer-based teaching packages integrated into the core curriculum, the nature and content of preliminary course units required to support computer-related core curriculum teaching, the development of a series of objectives for such a program, and the identification of factors influencing success in obtaining these objectives. Problems encountered are discussed, including the need to strike a balance between traditional course content and content reflecting environmental changes, and principles formulated are outlined. Recent advances in technology and the extent of theoretical knowledge and practical expertise now required by professionals are discussed in relation to the findings of this analysis. Seven references are listed. (Author/LMM)

ED 252 189 IR 011 450

Olgetree, Earl J.; Haskins, Therese C.
A Survey of Microcomputer Use in Illinois School Districts.
PUB DATE- 83
NOTE- 56p.; For related document, see IR 011 448.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Board of Education Role; Competence; *Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; *Educational Needs; Elementary Secondary Education; *Microcomputers; Needs Assessment; School Administration; *School Districts; State Surveys; Use Studies
IDENTIFIERS- *Illinois

A needs assessment of microcomputer use in Illinois school districts was conducted as a basis for developing resources for identifying microcomputer applications for administrative, instructional, and student purposes. A 20-item questionnaire mailed to 200 Illinois school district superintendents and administrators addressed current and potential microcomputer uses, current competencies needed by educational personnel for educational computing, type of computers being used, and the role and cooperative efforts of the State Board of Education and regional consortia in expanding microcomputer use in the districts. Responses to questionnaire items are tabulated by size and type of school district, or--for six open-ended questions--analyzed by frequency of common responses. Overall results from the 104 returned questionnaires indicate that the uses and problems of microcomputers appear to be similar in most Illinois school districts. The majority use their microcomputers for both administrative and instructional purposes, including awareness, literacy, programming, and computer assisted instruction (CAI) in all areas. Needs for assistance in CAI/computer education, better software, staff training, and funding, are indicated, as well as a lack of leadership and assistance by the Illinois State Board of Education. (LMM)

ED 252 205 IR 011 468

Regional Technical Co-operation for Training Educational Personnel in Planning and Management Using Distance Teaching and Other Techniques. Project Findings and Recommendations. Terminal Report.

United Nations Development Programme, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- FMR/ED/OPS/82/270(UNDP); UNDP/RAS/77/033
PUB DATE- 30 Jun 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Correspondence Study; *Curriculum Development; *Developing Nations; *Distance Education; Foreign Countries; *Instructional Materials; *Material Development; National Programs; Program Development; Training Methods; Workshops
IDENTIFIERS- *Asia

The 12-country cooperative project that is reviewed involved the following activities and outputs: group training workshops/seminars, inter-country study visits, the development of training materials for regional training programs and preparation of a training handbook, support to and development of national training programs, and evaluation. Problems related to the improvement of training materials for distance education are presented by country, and recommendations concerning material and program development and improvement are offered. Appendices list the national institutions/programs cooperating in the project from Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, Sri Lanka, and Thailand; project staff and consultants; project equipment purchased; participants in group training courses and inter-country study visits; and units of study in training materials adapted for national training programs from the project staff development workshop lesson units. Also appended are the project budget, an analysis of evaluation questionnaires and a three-page list of reports/documents/publications. (LMM)

ED 252 233 IR 050 973

Evans, Max J.; And Others
The Midwest State Archives Guide Project: Collateral Reports.
Wisconsin State Historical Society, Madison.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- 82
NOTE- 85p.; For related documents, see IR 050 970-973.
GRANT- NHPRC-80-8
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Computers; *Databases; Data Processing; *Government Publications; Indexing; *Information Retrieval; Information Storage; Input Output Devices; Library Collections; Program Descriptions; Records (Forms); State Programs; *Subject Index Terms
IDENTIFIERS- Database Design; *Machine Readable Bibliographic Data Bases; Machine Readable Cataloging; Records Management; Wisconsin

This document comprises four reports related to the Midwest State Archives Guide Project. The first report, "Producing In-House Finding Aids and Administrative Reports: An Expanded Data Base Design," details an expanded SPINDEX database design that could be used to produce a variety of administrative reports. Specific examples are given and an evaluation of the database design is provided. "Report on Data Entry Alternatives" discusses the various data entry options available to SPINDEX users, including the CPT 4200 with visual memory, magcard typewriters, Wang word processors, and a text editor on the Univac 1100/82. "Approaches to Archival Indexing, A Discussion Document" includes background on subject access systems, existing systems, the nature of the Midwest State Archives holdings, the state of information retrieval, the needs and resources of archives, and multi-institutional access. The final report, "Subject Terms Used in the Illinois State Archives and in the Wisconsin State Archives," contains lists of terms used for subject access in each of the two states and the Wisconsin Subject Authority List; the authority list provides cross references. (THC)

ED 252 044 EC 171 301

Lutkemeier, David M.; Wade, James P.

Cognitive Performance of Emotionally Handicapped Students: Predictor of School Placement?

PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; *Emotional Disturbances; *Intelligence Differences; Intelligence Tests; Prediction; Referral; *Student Placement

The study examined the intellectual performance of 248 school age students 157 of whom were taken from public school settings. Of these, 93 were emotionally handicapped (EH) students and 64 were regular education students. The remaining subjects came from a residential school for EH children and youth (n=15) and from a summer program for academically accelerated students (n=76). Assessment measures were used that may not be as susceptible to extraneous factors as are more commonly used instruments. Measures included the Standard Progressive Matrices (SPM), reaction time evaluations, and student record reviews. Results revealed the usefulness of the SPM in clearly differentiating groups on the basis of cognitive performance. Reaction time data revealed statistically significant differences between groups. Results of file review (indicating scores on the Wechsler Intelligence Scale for Children-Revised) revealed high correlation with individual SPM scores. Findings suggested support for the possibility that intelligence may have some bearing on the diagnostic and EH placement process, despite the lack of compelling evidence to assume that intellectual ability plays an important etiological role. Treatment implications for generalization enhancing approaches are briefly noted. (CL)

ED 252 074 FL 014 730

Tiwary, K. M.
Tuneful Weeping: A Mode of Communication. Working Papers in Sociolinguistics Number 27.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.
PUB DATE- Dec 75
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Females; Foreign Countries; Indians; *Interpersonal Communication; Intonation; *Language Styles; *Nonverbal Communication; *Sex Differences; *Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- *Crying; India

In the states of Bihar and Uttar Pradesh in northern India the speech styles of men and women differ markedly in a number of ways. One mode of communication, tuneful weeping, is exclusive to women. This behavior is distinguished from spontaneous crying caused by pain, and is used only in certain prescribed social situations, and not necessarily in sorrow. It is accompanied by a well-organized set of statements on certain topics and themes, "wept statements," that are used only with weeping. Vocal embellishments to wept statements enrich their emotional charge, and the degree of affection in the situation can affect the length of the weeping. It is often done with a weeping partner, and the usual topics are memories of the past lived with the weeping partner, the fear of an unknown future in an unknown place, apologies for not being as dutiful or respectful as possible, and appeals for forgiveness and requests not to be forgotten. Male response to female weeping is in a normal conversational tone. Typical weeping situations include a woman's leaving her home for her husband's, visits from kinsmen, reunions of women long separated, a period after initial mourning in which the women sit around the dead body and weep, or in a quarrel when grievances are being aired. Under the given conditions, women are obliged to weep or be considered antisocial. However, many modern young women are refusing to weep and this mode of communication may become obsolete. (MSE)

ED 252 089 FL 014 762

Curriculum Guide for Italian Language Arts. Literature Levels AB = Guida alla Lettura della Lingua Italiana Letteratura Ciclo A & B. Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75
NOTE- 170p.
LANGUAGE- Italian
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bilingual Education; Class Activities; Curriculum Guides; Drama; Elementary Secondary Education; Fiction; Folk Culture; *Italian; Italian Literature; *Language Arts; *Literature Appreciation; Poetry; *Reading Skills; Skill Development; Teaching Guides

A curriculum and teaching guide for introductory literature appreciation in the Chicago public schools is an orientation for the bilingual teacher of Italian students. Concepts such as rhyme and personification are developed for the teacher. For each of the two levels included, the section begins with a list of specific performance objectives, numbered to correspond to subsections containing lesson outlines. Each lesson outline specifies the subskill or concept to be developed, a suggested instructional strategy, class activities, and evaluation criteria. Illustrations, poems, and worksheets provided are suitable for overhead projection. The literature covered is drawn from poetry, novels, folklore, and drama. (MSE)

ED 252 132 HE 017 969

Kozloff, Jessica
Recognition and Reward of Faculty Advisors.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Conference on Academic Advising (Philadelphia, PA, October 14-17, 1984). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *Career Counseling; *Counselor Evaluation; Evaluation Criteria; *Faculty Advisers; Higher Education; Information Needs; *Merit Pay; *Professional Recognition; Questionnaires; Rewards; Student Needs
IDENTIFIERS- *University of Northern Colorado

The University of Northern Colorado's faculty advising model is described. Committees on advising and student retention identified the need for advising data and inservice training for advisers, along with coordination of academic advising services and a reward system for faculty advisers. Each undergraduate is assigned to an academic adviser, and an advising folder for each student is created. A questionnaire administered to 357 students in 1982 to assess student needs and perceptions of the advising process indicated that a majority of advisers were keeping regularly scheduled hours and were giving students adequate time for advising. However, students were not as positive about the advisers's ability to provide information about careers or opportunities such as internships or scholarships. Advising was established as one of three major criteria of a new performance, merit-pay evaluation system for faculty. The evaluations may be based on student, peer, or supervisory evaluations of the faculty member's advising and supervision of students. The evaluation component required faculty to present a dossier containing documentation of accomplishment during the evaluation period. The criteria for evaluating faculty as satisfactory or exceptional advisers are identified. A sample evaluation form is included. (SW)

ED 252 219 IR 050 958

Inganji, Francis, Ed.
Report on Information Systems Workshop (Njiro Hill, Arusha, Tanzania, May 19-31, 1980).
Coordinating Centre for Regional Information Training, Nairobi (Kenya).; German Foundation for International Development, Bonn (West Germany).; Kenya National Academy, Nairobi.
REPORT NO.- CRIT-Series-21/80; DSE-DOK-1053-A/a; K-28-76-80
PUB DATE- 80
NOTE- 182p.; For related documents, see IR 050 957, IR 050 959, IR 050 967, and IR 050 969.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - General (050)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conference Proceedings; *Developing Nations; Documentation; Indexing; *Information Retrieval; *Information Science; *Information Services; *Information Storage; *Information Systems; International Organizations; Workshops
IDENTIFIERS- Africa (Central); Africa (East); Africa (South)

With a view to improving information systems and services in Eastern, Central, and Southern Africa, this Information Systems Workshop was organized by the East and Southern African Management Institute (ESAMI) with assistance from the Coordinating Centre for Regional Information Training (CRIT). The specific aims of the workshop were to acquaint the 26 participants with the various concepts of information systems and services; to familiarize the participants with the latest techniques in information technology for collection, storage, retrieval, and dissemination of information; and to assist participants in understanding the organization and administration of information services. The workshop report comprises the following lectures: (1) "Conceptual Foundations of Information Theory" (Francis Inganji); (2) "Information Analysis: Indexing and Retrieval" (Augustine Musana); (3) "Communication of Information" (Francis Inganji); (4) "Information Analysis: Classification Systems and Thesaurus" (Ulrich Gehrke); (5) "Case Study--Indexing" (Ulrich Gehrke); (6) "The Role of Information in Decision Making" (Martin Shio); (7) "Acquisition and Processing of Documentary and Other Sources of Information" (Augustine Musana); (8) "Introduction to Information Systems and Services" (Francis Inganji); (9) a sample of a questionnaire on information and documentation facilities; and (10) "Records Management" (Francis Inganji). A glossary, a bibliography, KWIC Index example, evaluation questionnaire, evaluation comment, and list of participants are appended. (THC)

ED 252 248 JC 840 607

Stumph, Wayne J.
Know Your Bottom Line: The Control of Your Auxiliaries.
PUB DATE- Nov 84
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of College Auxiliary Services (Chicago, IL, November 7-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Bookkeeping; College Stores; *Educational Finance; Food Service; Postsecondary Education; *School Accounting

Designed to help college administrators read and understand accounting statements, this paper provides tips about danger signals that may be evident in financial statements and that may call for speedy action. The first statement examined is a balance sheet; i.e., a summation of all of the possessions and debts of a business or entity, which shows the equity or ownership interest as the differences between the possessions and debts. After commenting on the importance of periodically creating and comparing balance sheets, the paper examines a balance sheet for a hypothetical college food service unit line by line. Comments are made on areas needing special attention, including, in relation to assets, cash account, petty cash, investments, accounts receivable, inventory, total current assets, fixed assets, equipment and fixtures, depreciation allowance, and total assets; and, with respect to liabilities, accounts payable, accrued liabilities, total current liability, fund balance, and total liabilities/net worth. The next section of the paper examines the income statement of a hypothetical college bookstore, pointing to areas indicating whether the bookstore is profitable or being subsidized, and whether it is efficient and protected by proper accounting controls. This section examines sales revenue and expenses and problems revealed in the statement. (HB)

ED 252 276 PS 014 686

Connolly, Frances T.; Figgures, Cleo
School Age Program: Unique Approaches to Using Community Resources; and Technical Summary: Evaluation of the Child Care Program, 1982-1983. Report No. 8433.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Jun 84
NOTE- 29p.; Paper presented at the School-Age Child Care: It Works! Conference (Vienna, VA, April 12-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Child Development; *Class Activities; *Day Care; Early Childhood Education; *Educational Experience; *Outcomes of Education; Program Descriptions; Program Evaluation; Scheduling; *School Age Day Care; Social Services; Teachers; Volunteers
IDENTIFIERS- Philadelphia School District PA

A brief description of programs providing school-age care in the Philadelphia School District is provided (the text of a 1984 School Age Child Care Conference presentation). Appended to the speech text is a technical summary of the 1982-83 program evaluation of one such program: the Child Care Program. Descriptive material provided in the technical summary emphasizes child care centers and focuses on background, history, funding, program, schedule, resources, and research related to school-age care. Evaluation material consists of 12 tables and accompanying summary statements concerning the educational, parent involvement, social services, and staff development components of the program. Generally, programs emphasized language/vocabulary skills. Children were found to be developing adequately. Program graduates in kindergarten through fifth grade exceeded national norm expectations by a large margin in both reading and mathematics. Additionally, 4,764 volunteer hours were recorded; 22,000 social service contacts were made; and at least three-fourths of responding teachers, assistant teachers, and aides reported having 7 years or more teaching experience at the preschool through fourth-grade levels. (RH)

ED 252 304 PS 014 827

Standards and Criteria for AMS School Accreditation.

American Montessori Society, New York, N. Y.

PUB DATE- May 84
NOTE- 19p.
AVAILABLE FROM- American Montessori Society, 150 Fifth Avenue, New York, NY 10011 (free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Classroom Techniques; Curriculum; Early Childhood Education; Educational Philosophy; Elementary Secondary Education; Enrollment; Grouping (Instructional Purposes); Instructional Materials; Physical Environment; Staff Utilization; *Standards; Student Records; Teacher Certification
IDENTIFIERS- *Montessori Schools

This pamphlet lists 15 standards, and criteria to be met to reach those standards, used in accrediting American Montessori Society schools. Part 1, dealing with institutional stability, describes standards and criteria for school organization and administration, financial practices and procedures, physical facilities, enrollment policies, child records, personnel practices, community relationships, and transportation services. Part 2 concerns the Montessori developmental education program. It lists standards and criteria for school goals and philosophy, classroom policies and procedures, staff qualifications, material resources, program planning and implementation, organization of environments, staff behavior, and auxiliary programs. Criteria differ from those for other private schools in specifying procedures central to the Montessori curriculum (for example, each child's having the opportunity for individual activity for at least half of the school day, vertical age grouping, and the use of Montessori apparatus and "practical life" resource materials). (CB)

ED 252 319 PS 014 854

Merola, James L.; Liederman, Jacqueline
Developmental Changes in Hemispheric Independence.
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; *Cerebral Dominance; Children; Cognitive Development; *Cognitive Processes; *Developmental Stages; *Performance Factors; Visual Stimuli
IDENTIFIERS- Developmental Patterns; *Hemispheric Independence (Brain)

This study questioned whether children's relative inability to use the two cerebral hemispheres independently contributes to their difficulty with the simultaneous execution of conflicting tasks. Two naming tasks involving the identification of upright and inverted letters were employed; conditions differed according to how the letter pairs were distributed within or between visual fields and whether tasks which required conflicting processing were or were not physically separated. It was predicted that (1) division of inputs between the hemispheres would be advantageous only when one hemisphere received upright letters and when the other hemisphere received inverted letters, and (2) the extent to which the hemispheres independently process information would reach a peak during early adolescence. These hypotheses were confirmed in a sample of 120 children. When conflicting inputs were directed to different hemispheres, older children (12- and 14-year-olds) named more items when the inputs were presented bilaterally than when they were presented unilaterally. Younger children (10-year-olds) displayed no advantage for bilateral presentations regardless of whether conflicting tasks were projected to the same hemisphere or different hemispheres. The fact that 10-year-olds did not benefit from division of conflicting inputs between the hemispheres was interpreted as a symptom of their relative inability to use the hemispheres independently. (Author/RH)

ED 252 333 RC 015 063

Scott, Elva R.
Alaska Educational Systems in Action at Eagle, Alaska: 1901-1981. Summary of Eagle's Schools Eighty Years.
PUB DATE- 82
NOTE- 16p.; Paper presented at the Alaska Historical Society Educational Conference (Valdez, AK, October 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Alaska Natives; *American Indian Education; *Educational History; Elementary Secondary Education; Federal Programs; Government Role; Land Settlement; Poverty Areas; *Racial Segregation; *Rural Schools; School Desegregation; Small Schools; State Programs; *White Students
IDENTIFIERS- *Alaska (Eagle); Bureau of Indian Affairs

The 80-year history of education at Eagle on the Yukon (Alaska) includes 40 years when a dual system (white-Indian) was in operation, times when only one school was open, and changes following statehood. Eagle City was founded in 1898; the first white school opened in 1901 with seven students. The Indians lived at Eagle Village, 3 miles upriver. After the Episcopal Church sent a teacher to Eagle Village in 1905, the Bureau of Education sent a teacher in 1909 and the federal government remained responsible for that school until 1967. Sometimes the Eagle City school was closed because of insufficient enrollment and sometimes the Eagle Village school was closed for lack of funds; there are no records indicating that one group used the other's school during these periods. Statehood brought some attention to local school districts and in 1967 Eagle became a part of the rural-oriented Division of State Operated Schools, the new Bureau of Indian Affairs school in Eagle Village was transferred to the state, and Eagle's dual school system ended. Secondary education continues to be a problem for Eagle, and for Alaska. A high school was begun in 1976, but many

Eagle area students prefer correspondence study. (BRR)

ED 252 387 SE 045 306

Symington, David; And Others
A Perspective on Primary School Science. Learning in Science Project (Primary). Working Paper No. 104.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jul 82
NOTE- 16p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Formation; Concept Teaching; *Curriculum Development; *Educational Objectives; Elementary Education; *Elementary School Science; Foreign Countries; *Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The Learning in Science Project (Primary--LISP(P)--designed to investigate the teaching and learning of science in New Zealand primary schools, arises from the work of the original Learning in Science Project (LISP). This paper is an attempt to clarify the direction of LISP(P) as it moves toward the central phase of the research. The ideas presented are derived from information available from LISP, the exploratory phase of LISP(P), and other sources. In order to establish the foundation upon which LISP(P) is to be built, basic assumptions about learners, teaching, and knowledge as related to primary school science are discussed. The view promulgated is that teaching and learning science at the primary level should help children achieve more meaningful interaction to enable them to do things and understand events. As a result, it is suggested that primary science: (1) be concerned with children's present interactions with the world rather than their future science education; (2) enable and encourage children to develop concepts; and (3) be manageable by teachers. Implications based on this view, which include guidelines for further development in LISP(P), are addressed with respect to science topics, science concepts, doing things, skills of investigation, students' explanations of phenomena, and teaching. (JN)

ED 252 012 EC 171 168

Marchetti, Allen
Wyatt v Stickney: 10 Years in Review--Past, Present and Future.
PUB DATE- Jun 83
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (107th, Dallas, TX May 29-June 2, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Court Litigation; *Institutions; *Mental Retardation
IDENTIFIERS- Staffing Ratio; *Wyatt v Stickney

The paper recounts the background of Wyatt v Stickney, which resulted in a landmark decision establishing a constitutional right to treatment for mentally retarded persons. Events which triggered the Wyatt litigation include an employee action brought about by staff in an effort to obtain re-employment. The involvement of the American Association on Mental Deficiency in the case is discussed, and testimony of AAMD's then-president is excerpted. Court rulings in the case, the appointment of a master, and promulgation of standards comprising minimum constitutional requirements for adequate habilitation of the mentally retarded are described. Subsequent reopening of the case to determine compliance is said to have focused on the guarantee of habilitation rather than merely an enriched environment. Further court action in the case is summarized, and changes in the state facility organization, institutional population, per diem expenses, and staff to resident ratios are noted. (CL)

ED 252 029 EC 171 186

Shoff, Helen Garr
The Gifted Underachiever: Definitions and Identification Strategies.
PUB DATE- May 84
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Definitions; Elementary Secondary Education; *Gifted; *Handicap Identification; Student Characteristics; *Underachievement

The paper reviews the literature of the last 25 years to determine the accepted definitions of giftedness, underachievement, and gifted underachiever. The evolution of the concepts of giftedness and underachievement is recounted and various definitions are compared. The paper describes an attempt made to locate, by further review, useful instruments for the identification of gifted underachievers. Five objective instruments from the "Alphabetical Listing of Instruments" in the "National Report on Identification" are analyzed for their pertinent use; and J. Whitmore's "Checklist to Identify Gifted Underachievers" is included as useful in the identification of gifted underachievers by behavioral observation. It is concluded that researchers, in general, have been relatively non-productive in studying the identification of the gifted underachiever; consequently program planners are limited in the scope of their efforts. (Author/CL)

ED 252 119 HE 017 947

Wilson, Wendy L.
The Use and Abuse of Part-Time Faculty: The Part-Timers' Point of View.

PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Convention of the Speech Communication Association (Chicago, IL, November 2-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Compensation (Remuneration); Departments; Employment Opportunities; *Employment Practices; *Faculty College Relationship; Higher Education; Interprofessional Relationship; Mentors; *Part Time Faculty; *Personnel Policy; *Professional Recognition; Teacher Orientation; *Teacher Salaries; Work Environment

Problems faced by part-time faculty members are identified, and suggestions to avoid mistreatment of these teachers are offered. Disadvantages of part-time teaching include the lack of equitable pay and benefits. Since most institutions have a standard pay rate for part-timers, it is suggested that teaching excellence be recognized by creating teaching chairs for part-time faculty. Additional compensation could be paid from the institution's foundations or solicited from corporate sources. One incentive for part-timers is to suggest that they will be considered to full-time faculty openings. The separation of part-timers from their departments could be avoided by scheduling faculty and committee meetings at times part-timers might be able to attend. Another method of creating more cohesiveness between a department and its part-time faculty might be the use of a mentor system, where a full-time faculty member is assigned to each part-timer. Their function would be to act as a liaison, to explain informal rules and departmental business. In addition, orientation sessions for part-time faculty members could include an introduction to student support services. Providing office space and secretarial support would also be helpful to part-timers. A nine-item bibliography is included. (SW)

ED 252 161   HE 018 021

Mohrman, Kathryn; Yerman, Shelley
Adult Students and the Humanities: An Analysis of New Data.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC. Office of Program and Policy Studies.
REPORT NO.- ISBN-0-911696-17-2
PUB DATE- 83
NOTE- 56p.; The survey questionnaire may not reproduce well due to small print.
GRANT- OP-20076-82
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; College Programs; *Continuing Education; Enrollment Influences; *Enrollment Trends; Higher Education; *Humanities; Inplant Programs; *Part Time Students; Regression (Statistics); *Student Characteristics; Student Motivation

Enrollments of students over 18 years old in part-time education and training programs were studied in 1981, with special emphasis on adults studying the humanities. Information is provided on: the characteristics of adult students enrolled in humanities courses, the subjects that they studied, reasons adult students studied the humanities, the sponsors of the humanities courses, who paid for the humanities courses, and how humanities students compared with other adult learners. The over 21,000 responses to the 1981 Participation in Adult Education survey were weighted to reflect the composition of the American population. Findings include the following: persons with less than 12 years of formal education took humanities courses more often than did college graduates; humanities courses represented 7.7 percent of all courses in the study; about 38 percent of all humanities courses were taken for job-related reasons; an estimated 13 percent of all Americans participated in adult education and training in 1981; and over half of all humanities courses were taken at two- and four-year colleges and one-third were taken for college credit. Appended are the questionnaire, data on courses taken by adult students, and information on the variables used in regression equations. (SW)

ED 252 347 RC 015 105

Youmans, Russell C.
Factors That Influence Rural Development: The State of the Art.
Western Rural Development Center, Corvallis, Oreg.
REPORT NO.- WRDC-25
PUB DATE- Feb 83
NOTE- 10p.; Paper presented at the "Rural Development and Land Use" Soil Conservation Service Western Regional Workshop (December 7-9, 1982, Portland, OR).
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Community Development; *Community Involvement; Economic Change; *Economic Factors; Human Resources; Industrialization; *Interaction; Investment; *Natural Resources; Organizations (Groups); *Rural Development; *Rural Economics

Rural development is a democratic process involving local people in the analysis of their problems. It requires involvement from public and private organizations to deliver technical information, education, resources, organization, and other forms of tangible support. Diversity of lifestyles, changing energy costs, small inexpensive computers, and new communications technology all influence the scale of operation downward. The human scale factor influences the success, form, and location of any program for both private and public investment. The benefits of public and private investment on a large scale tend to be long term and may not occur in the active lives of current investors or officials. It is particularly important to have incentives to sustain active participation of individuals in the development of their communities. This role places special responsibility on those in public service. Natural resources and the related social and cultural influences permeate rural people. A natural resource economy tends to suffer or benefit from wide swings in economic activity. Rural communities and their institutions bear the brunt of these wide swings because they are so strongly tied to the natural resources. Rural communities can protect both their natural and human resources through public involvement in policy decisions on broad social issues. (NQA)

ED 252 359 RC 015 117

Butler, Lorna Michael
Population Change: Do You Know the Trends in Your Community? Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-45
PUB DATE- Sep 80
NOTE- 8p.; For related documents, see ED 225 754-755 and RC 015 106-116.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Characteristics; *Community Services; *Coping; *Data Analysis; Databases; Definitions; Elementary Secondary Education; Leaders Guides; Needs Assessment; Policy Formation; Population Education; *Population Growth; Population Trends; Resource Materials; *Trend Analysis
IDENTIFIERS- *Impact Studies; Long Term Residents; Newcomers

To help government agency representatives and community leaders understand local population trends, particularly in rapid growth situations, this publication outlines a simple framework for analyzing population changes and provides useful criteria that can be applied when considering management and policy alternatives. It is noted that two "population communities" must be considered: the local community of long term residents and the newcomer community. The guide points out some of the ways population information can be used to make informed guesses about social and economic effects of development. Suggestions are included for guiding citizens in responsible public decisionmaking and policymaking so that changes can be systematically managed. The suggested framework for population analysis poses practical growth questions that any rapidly growing community can apply in analyzing its own circumstances. In order not to overwhelm the citizen or planner who may be collecting population information, the framework focuses on priority needs so that only the most useful information is sought. Definitions are included as well as sources of population data and four references. (BRR)

ED 251 996 EC 171 150

Abbott, Barbara; Kolman, Peter
Truth: Humanities Unit (Middle and Secondary Grade Levels). Programs for Gifted Students.
Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 81
NOTE- 19p.; For related documents, see EC 171 144-152. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Gifted; *Humanities Instruction; Learning Activities; Middle Schools; *Philosophy; Secondary Education; Units of Study
IDENTIFIERS- *Truth

One in a series of instructional units designed for gifted students, this booklet describes a humanities unit for students in middle and secondary grades. The specific focus of the unit is on truth as it is perceived and expressed in philosophy, literature, art, music, drama, and the social sciences. The study of truth and its surrounding concepts will enable the student to examine the relationship between the operation of "outer space" (i.e., the world outside the human mind) and the concept of "inner space" (the world within a person's mind). Further, the unit introduces the fields of epistemology and structured critical thinking. Seventeen suggested activities (such as role playing a skeptic or a liar and examining television advertising) are followed by a list of suggested readings (philosophy and other textbooks, novels, short stories, poetry, and drama), and by a listing of suggested audio-visual material. (CL)

ED 252 060 FL 014 712

Bachnik, Jane

Deixis and Self/Other Reference in Japanese Discourse. Sociolinguistic Working Paper Number 99.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Form Classes (Languages); *Grammar; *Japanese; *Morphology (Languages); Pronouns; Sociolinguistics
IDENTIFIERS- *Deixis; *Referents (Linguistics); Self Reference (Language)

The communication of "person" has been a particularly elusive area of Japanese discourse. The elusive status of the person term (as distinguished from the Indo-European personal pronoun) raises the question of whether such terms, along with titles, kin terms, proper names, age-status terms, and zero forms, may all be part of a single system for differentiating self and other. Approaching the definition of person in the context of discourse eliminates some of the complexity of defining the entire system of terms, by shifting the emphasis from terms for person to communication of person. The continuum of person in Japanese is deictic, and the deictic zero point of Japanese discourse is the speaker's primary group rather than the individual speaker. The question of variability of self by which the Japanese have been defined is more a matter of focus than real difference in self/other relationships. In Japanese the focus is on the continuum itself while in English it is on the poles. An organization of discourse that seems enormously contradictory can be resolved by a multiple perspective that includes the relationships between discourse utterances, the social participants producing them, and the relationships they are negotiating in discourse. The point along the continuum between speaker and addressee that an utterance defines is generated only by participants in a particular discourse. This opens further questions as to whether Japanese social life is organized deictically and can be analyzed from a similar perspective. (MSE)

ED 252 105 HE 017 767

Benson, Gary L.
The Theory/Practice Gap in Management.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Business; *Business Administration Education; Higher Education; Inservice Teacher Education; *Interprofessional Relationship; Organizational Theories; *Relevance (Education); *School Business Relationship; *Teacher Attitudes

The gap that exists between the world of management theory and the practice of management was studied. A questionnaire was administered to 192 practicing managers and 104 academics in 1983. The respondents were asked whether they felt a serious gap or difference existed between management theory as taught in business and management schools and colleges, and management as practiced in the real world. A majority of respondents felt a significant gap existed. Practicing managers perceived a greater gap between management theory and the practice of management than did academicians. Approaches to bridge the gap between theory and practice that both managers and academics favored had to do with providing more opportunities for dialogue and interaction between management theorists and practitioners. These approaches included: developing exchange programs and discussions between management educators and practicing managers; developing alternate organizational structures to overcome the shortcomings of the hierarchy and bureaucratic rules in the practice of management; institutionalizing rewards for developing and implementing new ideas and management practices within organizations; and developing more and better executive/professor exchange programs. (SW)

ED 252 147 HE 018 007

Kacmarczyk, Ronald H.; Rickes, Persis C.
The Complete College Catalog Book: A Guide to Catalog Processing and Production.
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-089964-230-6
PUB DATE- 84
NOTE- 88p.
AVAILABLE FROM- Council for the Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Descriptions; Degree Requirements; Higher Education; *Institutional Characteristics; *Layout (Publications); Legal Responsibility; *Marketing; Photocomposition; Publicity; *School Catalogs; Student Recruitment; *Writing for Publication

A sourcebook on producing college catalogs is presented, with attention to marketing, information to be included in the catalog, presentation of the material, writing style, photographs, and assembling the finished publication. Marketing research is needed to promote the college effectively either to traditional students or to new segments of the market. The development of student and institutional profiles is part of the marketing research process. Catalog editors need to be informed on legislation and regulations affecting college promotional and informational materials. The catalog should include information on the school location, accreditation, admissions requirements, degrees offered, expenses, financial aid, housing, libraries and laboratories, academic requirements, support services, student life, and description of courses. Examples of biased or flawed writing and unbiased writing are included, and reference books that are helpful to the writer are identified. Proofreading and the use of a computer for creating the catalog are also addressed. Additional topics include: printing on newsprint; copy preparation; typesetting; design, layout, and formatting; and mailing and distribution. Examples of a marketing ad, a table of contents, and a page design are included, along with a bibliography. (SW)

ED 252 190 IR 011 451

Hendley, Gaby G.
Using the Microcomputer to Generate Materials for Bibliographic Instruction.
PUB DATE- Jan 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; High School Students; *Instructional Materials; *Learning Resources Centers; *Library Instruction; *Material Development; Microcomputers; *Reference Materials; Research Tools; School Libraries; Teaching Methods; *Word Processing; Worksheets

Guide-worksheets were developed on a word processor in a high school library for bibliographic instruction of English and social studies students to cover the following reference sources: Facts on File; Social Issues Resource Series (S.I.R.S.); Editorial Research Reports; Great Contemporary Issues (New York Times), which also includes Facts on File Books; and Current Events Edition (New York Times). Also being developed were guides for the Congressional Quarterly's Almanac and the Congress and Nation series. Each handout explains the scope of the reference work and how to use it, and provides an exercise. Class sets of 28 questions were made for each worksheet in order to provide a different exercise for each student. Based on the administration of a questionnaire to two English classes who used the handouts and oral feedback from teachers and student teachers, the method was found to be instructionally effective and efficient, given the available staff, the number of students requiring instruction, and the frequency of class use of the library for research. The report includes five reference guides with sample questions shown, the student questionnaire, and a compilation of evaluation statements collected via the questionnaire. (LMM)

ED 252 206 IR 050 888

Alvarez-Ossorio, J. R. Perez

Education and Training in the Context of a National Scientific Information Policy.

PUB DATE- Sep 84
NOTE- 9p.; Paper presented at the FID/ET Seminar (The Hague, Netherlands, September 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Foreign Countries; *Information Science; *Information Scientists; Information Utilization; *International Cooperation; *Library Education
IDENTIFIERS- *Spain

This discussion of the need for, and development of, education and training for information specialists and information users in the context of national scientific information policy focuses on attempts made in Spain over the past decade to formulate a national policy for scientific information and documentation. The central objective of these attempts has been to try to solve the problem of a lack of institutional character and a lack of coordination between the various courses and schools. Self-education is cited as the main feature of the training of information specialists in Spain. Among the topics discussed are: (1) the Library and Documentation Course offered by the Center for Bibliographic and Documentary Studies; (2) a Higher Course for Documentation established by the faculty of Information Sciences of Madrid University; and (3) the proposed "Action Plan in the Field of Scientific Information and Documentation." The problem of user training is also considered. Finally, it is suggested that education and training problems are an area where international cooperation should play an essential role and that the programs of FID/ET (the International Federation for Documentation/Study Committee on Education and Training) and FID/II (Study Committee on Information for Industry) are extremely valuable in attempting to define the best possible solutions for the particular features of a given country. (THC)

ED 252 263 JC 850 027

Winter, Gene M.; Fadale, LaVerna M.

Geographic Mobility of Postsecondary Occupational Education Graduates. Phase II.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.

PUB DATE- Sep 84

NOTE- 56p.; For the first phase of this study, see JC 850 026.

GRANT- VEA-58-84-9379

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; *Community Colleges; *Dropouts; *Employment Patterns; Migration Patterns; *Mobility; State Surveys; Two Year Colleges; *Two Year College Students; *Vocational Education

IDENTIFIERS- *New York

This report of the second phase of a study of the geographic mobility patterns of postsecondary occupational education graduates in New York State provides a further examination of reasons for the mobility of program completers, verifies the general magnitude of the identified mobility trends, and examines the occupational status of program leavers. Part I introduces the project; provides information on the methods and findings of Phase I of the research project; and outlines the intended outcomes of Phase II. Each of the next three sections describes the background, methodology, data results, and implications of Phase II's three major research components. Part II looks at the demographic and academic characteristics of students in good academic standing who left their college program before completion, their reasons for entrance and exit, their assessment of their college experience, their employment characteristics, and the relationships found among selected variables. Part III provides follow-up data on 1981 program graduates exhibiting outward mobility patterns, including a description of survey respondents, their earnings and work history, their residence and mobility as students, and their reasons for accepting their positions. Part IV provides information on the geographic mobility of 1983 program graduates, including placement data by major technology and program. Part V offers a summary and conclusions. The survey instruments are appended. (HB)

ED 252 290 PS 014 798

Vaughan, Jerry L.
Rethinking the Basic Ideas and Assumptions about the Nature, Function and Results of Child-Rearing Practices.
PUB DATE- Dec 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Child Rearing; Cross Cultural Studies; *Cultural Influences; Family Life; Homosexuality; *Parent Child Relationship; Parent Influence; *Personality Development; Sex Role; *Sex Stereotypes; Social Development; *Socialization; Social Psychology
IDENTIFIERS- Brazil; Ireland

This discussion argues that two approaches are helpful in reconciling the dissonance and conflict between attitudes and behavior in families, that results from faulty expectations in childrearing processes. One such approach is to change attitudes so they conform to actual behavior. An alternative approach is to change behavioral patterns to make them more beneficial to a given cultural situation. It is asserted that the equation of emotionality with the nonrational and the inability to apprehend the logic of emotion lies at the root of much of the discontent between the sexes. Childrearing practices in rural Ireland and in the tribal culture of the Mundurucu of Brazil are described to illuminate this point. A study by Whiting and Whiting (1975) of the social behavior of children in six cultures is next described. This study establishes the following transcultural behavior categories: nurturance, succorance, sociability, dominance, aggression, responsibility, self-reliance, and obedience. The question of adult homosexual deviance is also discussed. It is concluded that psychological anthropologists have come to see the individual as subject to continual biological and environmental changes and hence to subsequent personality adjustments and to external adaptations to new roles. (AS)

ED 252 373 RC 015 148

Stinson, Thomas F.; Voelker, Stanley W.
Energy Development: Initial Effects on Government Revenues.
Western Rural Development Center, Corvallis, Oreg.

REPORT NO.- WRDC-15
PUB DATE- Dec 82
NOTE- 51p.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331, ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *City Government; Community Change; Community Services; Educational Finance; Elementary Secondary Education; Housing Needs; *Local Government; Mining; Models; Population Growth; *School Districts; Simulation; State Federal Aid; *State Government; *Taxes
IDENTIFIERS- Economic Impact Studies; Electric Power Generation; *Energy Development; *ENERGYTAX Simulation Model; Great Plains (Northern); Montana; North Dakota; Short Term Effects; Tax Bases; Wyoming

Although energy development ultimately produces some additional tax revenues, these revenues are usually much lower during early development stages than after the energy-producing operation begins, thus creating an early shortrun imbalance between government revenues and expenditures. State and federal loans, impact aid for operating expenses, and grants ease such financial problems. This study describes the front-end problems which will accompany coal development and electric generating plant construction in the Northern Great Plains. The ENERGYTAX simulation model is used to obtain timepaths for new state and local government revenues from energy projects typical of those being developed in the region. Separate estimates of new revenues from a 5-million ton per year coal mine, an 801-megawatt electric generating plant, and the combination of the two are provided for locations in Montana, North Dakota, and Wyoming. Revenues for each year of construction and start-up and for the new projects' first 5 years of operation are shown for the state, school district, city, and county governments in each state. Tax and aid systems differ considerably among these states, so the individual revenue paths illustrated provide useful insights into the advantages and disadvantages of various taxes and aids during periods of rapid growth. (Author/BRR)

ED 252 013 EC 171 169

Utley, Cheryl A.; Marion, Robert
Working with Black Families Having Mentally Retarded Members.
PUB DATE- May 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Family; *Cultural Influences; *Family Relationship; *Mental Retardation; Social Influences; Social Support Groups; *Values

The paper examines culture as an influential variable in the shaping of the value system within the sturcture of black families specifically those with mentally retarded members. Typical negative views of the black culture included such characteristics as matriarchal, unstable, and pathological. More recent views have focused on strengths, including strong kinship bonds, strong work orientation, and adaptability of family roles. Two strengths, the extended family or kinship network and the religious orientation, are examined in an analysis of how black families cope with retardation. Ethnographic studies focusing on child-rearing practices associated with black families of mentally retarded persons are reviewed, and results point to identifiable structural characteristics, including the role of the mother and support of the grandparents as essential elements of the social support network and the importance of the church as a source of respite care and mainstreamed experiences. (CL)

ED 252 045 EC 171 302

Lefstein, Leah M.; Richardson, Anne
The Learning-Disabled Student. Issues in Middle-Grade Education: Research & Resources.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 7p.
GRANT- NIE-G-84-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Intervention; *Learning Disabilities; *Secondary Education; *Student Characteristics; Student Motivation; *Teacher Role

The paper discusses issues in the education of learning disabled (LD) secondary students. Among problems noted are the lack of fit between characteristics of the disabled learner and characteristics of secondary education and the exacerbating effects of learning disabilities on adolescent concerns. Successful strategies identified in the research are described, including helping LD adolescents move from external to internal motivation and helping them to learn strategies that emphasize how rather than what to learn. A final section reviews research on the teachers' role and teachers' need for preparation and support. A list of resources, organizations, and references concludes the paper. (CL)

ED 252 090 FL 014 764

Curriculum Guide for Polish Language Arts, Elementary Levels A, B Working Draft. = Program Nauczania Jezyka Polskiego Wskazowki Metodyczne, Poziomy elementarne A, B.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 77
NOTE- 198p.; For related document, see FL 014 765.
LANGUAGE- Polish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *Educational Objectives; Elementary Education; Introductory Courses; *Language Arts; Limited English Speaking; Literature Appreciation; *Polish; Reading Comprehension; Study Skills

A guide to assist teachers of Polish language arts as the first language of students in the Chicago public schools' transitional bilingual education program follows objectives parallel to those set out for English language instruction, to preserve the integrity of the Polish language. Lessons are presented as suggestions for teaching toward the stated objectives for word attack, comprehension, study skills, and literature at each of two elementary levels, and teachers are encouraged to add and develop their own activities. Evaluation criteria are provided at the end of each lesson. Space is provided in each lesson for teachers to note the materials and strategies found most successful. A 16-item bibliography is appended. Except for the preface and some bibliography items, the text is entirely in Polish. (MSE)

Ostar, Roberta H.

Myths and Realities. 1983 Report on the AASCU Presidential Spouses.

American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-101-1
PUB DATE- Nov 83
NOTE- 49p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Attendance; *College Presidents; Family Life; Higher Education; *Housing; Questionnaires; *Spouses; *State Colleges; Volunteers
IDENTIFIERS- *Public Colleges

Information on spouses of college presidents is presented. This 1983 survey of member institutions of the American Association of State Colleges and Universities (AASCU) updates a 1981 survey. Of the 337 presidential spouses, 54 percent responded, including 4 of the 7 male spouses. Respondents provided information on: their personal lives and family, experiences as a presidential spouse, paid occupational activities, volunteer work, educational activities, presidential housing, official entertaining, use of the president's home by university and community groups, the spouse's role as an unofficial university representative, and the relationship of the presidential spouse to the university governing board. Data are included on: regional statistics on official entertaining in university-owned and private presidential homes, community size, the relationship of official entertaining to university benefit, the average number of official functions per year, and services provided for official functions. It was found that most of the respondents were serving as a presidential spouse at their second university, and for 23 percent, the spouse had been named president from within the university. Half of the presidential spouses worked in their community, and 49 took courses, 30 percent at their own institution. The questionnaire is appended. (SW)

ED 252 175 IR 011 432

Brim, Burl; And Others
Computers in the Schools of Jackson and Josephine Counties: A Report.
Jackson County Education Service District, Medford, Oreg.
PUB DATE- Aug 84
NOTE- 38p.; Prepared by the Southern Oregon Research and Development Committee.
AVAILABLE FROM- Southern Oregon Research and Development Committee, Jackson Education Service District, 101 North Grape, Medford, OR 97501 ($3.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Elementary Secondary Education; *Microcomputers; *Policy Formation; Staff Development; Use Studies
IDENTIFIERS- Computer Uses in Education; *Oregon; Software Evaluation

The status and use of microcomputers in Jackson and Josephine counties (Oregon) were assessed in a 1984 survey of 82 school buildings. The questionnaire used sought information on the number, make, model, and distribution of microcomputers; their locations and uses within schools; the status of curriculum and student use; the identity of experts; staff training; and planning status. Based on 80 responses (98%), findings indicate the presence of more than 600 microcomputers in the schools, with only one district reporting a district-wide computer plan. Approximately 20 makes and/or models were reported, and 39% of the microcomputers were located in computer laboratories. Almost half of the schools were introducing microcomputers at the kindergarten and first grade levels, and emphasis was on computer assisted instruction for drill and practice at all levels. Instruction about computers was predominantly informal at the elementary level, with such instruction at the secondary level more often organized, sequential, and regular. Computer literacy was a common aim, and professional development was extremely important, with 86% reporting computer inservice programs. Approaches to evaluating, acquiring, distributing, and storing software varied greatly, with respondents favoring the establishment of a Southern Oregon Computer Using Education group. A list of "computer experts" and a 19-item list of suggested readings are included. (LMM)

ED 252 234 IR 050 974

Wuertz, E. LaVonne
Classification of Learning Assistance Center Materials.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; Content Analysis; Higher Education; Identification; *Learning Resources Centers; Library Research; Reference Materials; *Resource Materials
IDENTIFIERS- *California State University Long Beach; *Learning Assistance Centers

A study undertaken to find a satisfactory system of classifying and organizing materials for college or university learning assistance centers discovered that little information had been published. Further investigation revealed that the two major systems used in libraries, the Library of Congress (LC) and Dewey Decimal Systems, were found to be inadequate by learning assistance practitioners. As an alternative to those systems practitioners frequently employed a modified LC scheme or used very broad mnemonic topic designators. No system available was deemed sufficient for a well-developed, comprehensive collection of learning assistance materials. A detailed guide for an alternative scheme for classifying materials and building call numbers which was devised is attached to this paper. Based on the comprehensive curriculum of the California State University at Long Beach and on the materials collection developed during several years of operation of the University Learning Assistance Center, this scheme reflects the special interests and concerns of learning assistance centers. (Author/THC)

ED 252 249 JC 840 614

Carlson, Charles R.

Prerequisites and Remediation in the Humanities: An Administrative Point of View.

PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Conference of the Community College Humanities Association, Western-Pacific Division (5th, San Diego, CA, November 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Community Colleges; *Curriculum Development; Grades (Scholastic); *Humanities Instruction; *Prerequisites; Reading Ability; Remedial Programs; Two Year Colleges
IDENTIFIERS- *Bakersfield College CA

There have been broad, and effective efforts in recent years to strengthen the humanities; however, there are still many problems, questions, and disagreements--especially in the areas of standards and competencies--to be resolved. Current legislative and board attention to standards provides an impetus for a serious review of current practices to ensure that institutional integrity is protected, that students are dealt with honestly and supportively, and that the academic position of community colleges is clearly established. Community college leaders must address these issues and prepare for imminent changes in student characteristics and educational roles. A serious lack of non-transfer or pre-college level humanities courses and a lack of specific and appropriate prerequisites for transfer-level courses discourage students from becoming interested in the humanities and call into question the academic/baccalaureate level of the courses. As evidenced by reading test scores and course outcomes of students at Bakersfield College, most students who lack the skills to enroll in college-level humanities courses screen themselves out of these courses; and those who do enroll have little chance of success. By providing humanities courses at levels appropriate to the skills of the students, community colleges can attract students to the humanities and improve accountability to students, governing boards, agencies, and state legislatures. (LAL)

ED 252 305 PS 014 829

Roderick, Jessie A.
Preparing Early Childhood Practitioners for Work in Multiple Settings.
PUB DATE- 8 Nov 84
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Communication Skills; Early Childhood Education; Educational Practices; Higher Education; *Preservice Teacher Education; Research Needs; Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- Professional Behavior

A number of professional qualities might be developed in a program designed to prepare early childhood teachers to function in multiple settings. Solving problems, assessing situations, communicating with a range of people, and being flexible and innovative are such qualities. But one can also view prepararing educators to function in multiple settings in light of the concepts of ownership, collaboration, contingency, and service. No clear link exists between educators' professional qualities in multiple settings and the nature of programs that would encourage development of such qualities. Many questions about preparing preservice teachers remain unanswered. (RH)

ED 252 320 PS 014 855

Fu, Victoria R.; And Others
An Integrative-Organized Approach to Early Childhood Education.
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Stages; *Early Childhood Education; *Integrated Activities; Interpersonal Competence; Preschool Children; *Program Content; *Program Design; Social Cognition; *Socialization; Teaching Methods; *Teaching Models
IDENTIFIERS- *Integrative Organized Approach

Proposed is an integrative-organized approach to early childhood education to maximize the total development of the child. The overall goal of this approach is to provide an environment conducive to learning through active exploration and social interaction. Implementation of an integrative program requires an understanding of the organization of behavior. Specifically, it is asserted that behavior should be examined from a developmental perspective focusing on reciprocal relationships among the psychological, cognitive, social, emotional, and physiological systems. A brief review attempts to account for the interrelationships between emotional, social, and cognitive systems. The role of physical-motor abilities in facilitating the acquisition of knowledge is also acknowledged. Implementation of this approach requires the teacher to have (1) an understanding of the hierarchical organization of behavior; (2) the ability to assess children's levels of development; (3) an awareness of and respect for individual differences in behavior; (4) an openness and flexibility in utilizing the personal "resources" children bring with them; and (5) an appreciation for the importance of social competence and emotional well-being to children's development. Such knowlege aids the teacher in providing quantity, variety, and appropriate experience for the child's level of development; stimulation contingent upon the child's behavior; and social interaction that teaches the structural rules of communication. (AS)

ED 252 334 RC 015 064

Moriarty, Thomas E.
State Educational Policies and the Mission of Rural Community Schools.
PUB DATE- Oct 84
NOTE- 12p.; Paper presented at the Annual Northern Rocky Mountain Educational Research Association Meeting (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Community Schools; Comparative Analysis; Curriculum; Educational Finance; *Educational Objectives; Elementary Secondary Education; *Local Issues; *Policy Formation; Pupil Personnel Services; Rural Areas; *Rural Schools; Small Schools; State Departments of Education; *State School District Relationship; Superintendents
IDENTIFIERS- Colorado; Kansas; Missouri; Montana; Nebraska; North Dakota; South Dakota; *United States (Great Plains)

Any conclusions that community education concepts are "alive and well" were not supported in a study of the impact of state education policies on rural school districts with total enrollments of 350 students or less in the Great Plains Region (Kansas, Nebraska, Missouri, Colorado, Montana, North Dakota, and South Dakota). Survey instruments were mailed to 742 district chief school officers and 595 (80.4%) were returned. Respondents were randomly placed in five groups and responded to separate survey instruments. Eighteen to 21 policy options were listed in each of five areas: curriculum materials and development, pupil personnel services, resource generation and allocation, goal development and organizational structure, and personnel training and certification. In each of the five categories the impact of state educational policy options was perceived as negative. State policymakers were perceived as unable or unwilling to accept small rural schools as having individuality--an attitude which is counterproductive to the concepts of community education. Dealing with rural issues would require policymakers to initiate reforms to close the gap between current practices and local community expectations. The "one best system" concept is outmoded in state policy frameworks and new models should be developed to capitalize on strengths of each rural community and to provide for congruence of missions and outcomes. (BRR)

ED 252 388   SE 045 307

Symington, David; And Others

Procedures for Exploring Aspects of Primary School Pupils' Views of the World. Learning in Science Project (Primary). Working Paper No. 105.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Sep 82

NOTE- 24p.; For related document, see SE 045 303.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Questioning Techniques; *Research Methodology; Science Curriculum; Science Education; *Science Instruction; Science Projects

IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

The stand taken in the Learning in Science Project (Primary)--LISP(P)--is that primary school science should be centrally concerned with children's present interaction with their world rather than their future science education. Further, it has been decided that one of the LISP(P) foci should be on questions that children ask and how these questions should be handled in the classroom. This paper: (1) discusses questions that children raise and the ideas they have about possible answers to these questions; (2) describes preliminary attempts to probe children's thinking in these areas; (3) suggests procedures to build science activities based on children's present interaction with the world; and (4) discusses procedures for gathering data, both as part of research and part of teaching, which would examine such areas as the types of relevant science questions which occur to students, possible answers students can suggest for a particular situation, and methods students use to answer a question. These procedures include

individual interviews, group interviews, and classroom observation techniques. Included in an appendix is an exploratory study of children's questions and answers about wood. Information from the study was used to propose the various methods of data gathering suggested in the paper. (JN)

ED 252 030 EC 171 187

Beling, Dorothy; And Others
OSEP Funded Field and Student Initiated Research. Final Report, September 1, 1983-August 31, 1984.
Council for Exceptional Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 84
NOTE- 111p.
CONTRACT- 400-81-0031
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Disabilities; *Information Dissemination; Research Methodology; Research Projects; *Research Utilization; *Special Education; *Student Evaluation; Synthesis
IDENTIFIERS- *Office of Special Education

The report reviews results of a project to examine pilot approaches to documenting the contributions of research in improving educational practice. The project abstracted 110 currently funded research projects in progress (to facilitate dissemination to the field), processed final reports of field-initiated and student-initiated research funded by special education programs for the last 5 years, and identified major research areas supported by the U.S. Department of Education's Office of Special Education Programs (OSEP) and synthesized findings in a cumulative analysis. Two research areas, communications and assessment, were selected for special examination and analysis, and two papers ("Communications Research: A Review of Field and Student Initiated Projects Supported by Special Education Programs" by H. Prehm and "Review of SEP Supported Research: Assessment" by J. Gaffney) were developed and are appended. Reviewers' analyses of the papers suggested that assessment of the contributions of research to the evaluation of educational practice should include (1) reviewing research reports, identifying the concepts involved, and noting the developmental state of the concepts within the project; (2) identifying concepts to be evaluated and then determining which concepts are dealt with in specific projects and the evolutionary state of the concept within the project; and (3) tracing the incorporation of practice concepts into textbooks, teaching materials, teacher preparation, and overall educational practice. (CL)

ED 252 075 FL 014 731

Herndon, Marcia; McLeod, Norma
The Use of Nicknames as Evaluators of Personal Competence in Malta.
  Sociolinguistic Working Paper.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 72
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Foreign Countries; *Interpersonal
  Communication; Language Styles; *Musicians; *Peer Evaluation;
  *Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- *Malta; *Nicknames

The pragmatic use of nicknames as clarifiers separates the Maltese usage from those so common throughout the world where the nickname is used as a means of hiding identity. The familial character of most nicknames in Malta suggests they are the vestiges of a pre-Christian naming system. The major peculiarity in Malta is in the intermingling of seven naming devices in an evaluative system. The study of evaluative methods reveals a stable set of principles and fluid usage. People are mobile in the system according to their relative ability and the Maltese play with the system and express their personal feelings about others through it, regardless of the correctness of their opinions. In the case of musicians, nicknames are applied based on the musician's competence, and factions develop based on these evaluations and change over time. Personal evaluations used as insults evoke responses that have become institutionalized in the song duel, which creates various interpretations of the evaluation system. The purpose of the duelling is to create a set of situations in which speech is used indirectly in a way that allows for several possible interpretations, representative of some aspects of Maltese society. (MSE)

ED 252 120 HE 017 948

Carducci, Bernardo J.
Help Wanted: Psychology Majors Interested in Business Careers.
PUB DATE- Aug 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Career Planning; *Education Work Relationship; Faculty Advisers; Higher Education; *Interdisciplinary Approach; *Majors (Students); Management Development; *Psychology; School Business Relationship

The basic skills needed by psychology majors to be successful in business careers are discussed. Attention is also directed to: some of the decisions psychology majors need to make when seeking a business career path, a curriculum strategy for psychology students interested in business careers, and how faculty advisers can become more involved in the business community. Business firms consider the following basic attributes to be important for individuals to be successful in entry-level positions: understanding of the nature of goal-directed behavior and the problem solving process; speaking, writing, and listening skills; and an understanding of human behavior. Psychology majors interested in pursuing business careers should take certain courses to assist in the career decision-making process, including principles of economics and introductory courses in business administration and accounting. Students majoring in the arts and sciences could also minor in business. In order to successfully advise psychology students pursuing business careers, faculty advisers must become more involved with their local business community. Psychology faculty might visit local businesses and should become more familiar with campus career and placement services. (SW)

ED 252 220 IR 050 959

Abidi, S. A. H.; Moeller, Ties
Introduction of Information Science into Library Training in Eastern Africa. Expert Meeting (Dar es Salaam, Tanzania, February 26-29, 1980).
Coordinating Centre for Regional Information Training, Nairobi (Kenya).; German Foundation for International Development, Bonn (West Germany).; Kenya National Academy, Nairobi.
REPORT NO.- CRIT-Series-20/80; DSE-DOK-1042-A/a; E-28-64-80
PUB DATE- 80
NOTE- 41p.; For related documents, see IR 050 957-958, IR 050 967, and IR 050 969.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conference Proceedings; Course Descriptions; *Curriculum Development; *Developing Nations; Higher Education; *Information Science; International Organizations; *Library Education; Library Research; Position Papers
IDENTIFIERS- *Africa (East)

In 1978 a team of three people was formed to survey the existing library training facilities in East Africa and to suggest possibilities as to how the elements of information science could be introduced either into existing programs or into special courses organized for the purpose. The team submitted its report to a joint meeting of the Coordinating Centre for Regional Information Training and the Council for Library Training in East Africa in 1979, and in 1980 a meeting of experts from the region was convened to discuss the report and to recommend appropriate action. This report on the experts' meeting comprises: (1) an introduction; (2) information on the organization of the meeting; (3) an explanation of the proceedings; (4) the resolutions and recommendations formulated by the participants; (5) a list of participants; and (6) a daily program schedule. The appendices, which make up the larger part of the report, contain four position papers and country reports presented at the meeting: "Library Training in Ethiopia--Past and Present" (Tesfaye Aldiga); "Library and Archives Assistants Training Programme at Kenya Polytechnic, Nairobi" (S. K. Ng'ang'a); "Position Paper on Tanzania"; and "Country Report: Zambia (University of Zambia)." (THC)

ED 252 277 PS 014 690

McMurtry, Doyleen
Guidelines for Developing a Preschool Level Gifted Program in the Private Sector.
PUB DATE- Aug 84
NOTE- 247p.; Practicum Report, Nova University, 1984. Appendices have been filmed from best copy available.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Business; Case Studies; Certification; Educational Finance; *Educational Innovation; *Gifted; Guidelines; Occupational Information; *Preschool Education; *Program Development; *Program Implementation; *Proprietary Schools; School Administration; School Personnel; School Policy; Special Education; Taxes
IDENTIFIERS- Bylaws

This practicum addresses the creation of an economically viable school in the private sector to meet the educational and social needs of cognitively developmentally accelerated preschool-age children. Anticipated outcomes of the practicum included development of a well-documented philosophical approach to preschool gifted education, curriculum guidelines for preschool gifted children, and a case study of the process of establishing a preschool/day care center. Program development involved a comprehensive literature search for philosophical approaches and curricula appropriate to gifted preschoolers. In addition, program planning involved an examination of processes involved in the business of establishing a school. These considerations included purchase or lease of property; appropriate planning for property modification; zoning variance procedures; licensure; incorporating and establishing an administrative structure; and budgeting (including funding sources, bookkeeping and accounting, taxation, insurance, and curriculum). Procedures followed are outlined in sufficient detail so that a similar program could be duplicated in other localities. Appended are community care license application forms; a prelicensing site visit request form; equipment lists of the Suisun Valley, California, Children's School; a staffing plan; policy statements; budget and financial plans; job descriptions; incorporation bylaws; a county use permit application; personnel policies; a parent handbook; a publicity flyer; an enrollment application; registration packet materials; publicity articles; a letter to the Health Department; a traffic flow plan; a parking plan; advertising; posting requirements; and application and tax forms. (RH)

ED 252 291 PS 014 800

Reiff, Judith C.

Identifying Learning Preferences Early.

PUB DATE- Feb 84
NOTE- 15p.; Paper presented at the Eastern Educational Research Association Conference (West Palm Beach, FL, February, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; *Cognitive Style; *Educational Environment; *Elementary School Students; Grade 1; Grade 2; *Individual Characteristics; *Learning Motivation; Physical Environment; Primary Education; School Schedules; *Sex Differences; Young Children

IDENTIFIERS- Structured Activities

The Picture Learning Style Inventory was administered to 42 first graders and 46 second graders attending two public schools in a Southern university community. The inventory consists of 13 individual picture booklets, each illustrating a different element of learning style (environmental, emotional, sociological, and physical). The inventory is administered by discussing the pictures with a small group of children during several sittings. At the end of each discussion, each child circles a happy or unhappy face to signal agreement or disagreement with orally read statements. In the present study, analysis of children's responses was performed to determine similarities and differences. Results indicated that, while visual learning was preferred by 31 children, only 11 boys preferred auditory learning. Almost all of the children indicated a preference for no sound while learning. Afternoon was the preferred time for learning for 44 children. The majority of respondents preferred structure in the classroom and thought that they were responsible, persistent, and adult-motivated. Since studies have shown improvement in a child's self-concept and achievement when learning preferences and conditions are matched, it was suggested that individual analysis using the Picture Learning Style Inventory can provide a rational basis for accommodating learning style differences in the classroom. (Author/CB)

ED 252 348 RC 015 106

Weber, Bruce; Goldman, George
Evaluating Fiscal Impact Studies: Community Guidelines. Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-16
PUB DATE- 82
NOTE- 7p.; For related documents, see ED 225 754-755 and RC 015 107-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Development; *Coping; Cost Effectiveness; *Economic Factors; Evaluation Utilization; Expenditures; Financial Policy; *Fiscal Capacity; Leaders Guides; *Population Growth; Taxes
IDENTIFIERS- *Impact Studies; *Sensitivity Analysis

Fiscal impact analysis is the study of the effect of development or policy alternatives on government expenditures and revenues and on taxes. There are numerous possible uses or objectives of fiscal impact studies; no one method of analysis is appropriate to all problems. Sensitivity analysis of critical assumptions is an important part of a fiscal impact study. In designing and evaluating fiscal impact studies, the Objectives, Methods, and Assumptions (OMA) should be clearly specified. Community leaders can critically evaluate the information contained in fiscal impact studies by asking questions about how expenditures and nonproperty tax revenues are estimated; how tax bills and tax rates would be affected; and what assumptions were made about time lags in expenditures and revenues and about the without-development situation. This discussion begins with some possible objectives and uses of fiscal impact analysis and illustrates how fiscal impact studies are commonly done. The reasonableness of some common assumptions about the impact of population on spending and nonproperty tax revenues is examined, and the effect of different assumptions on fiscal impact estimates is shown by example. The discussion concludes with some questions to ask in evaluating both methods used to estimate fiscal impacts and the impact study's underlying design. (NQA)

ED 251 997 EC 171 151

Garton, Harry A.; Woodbury, Virginia Garton

The Nature of Beauty: The Arts in Greece, Rome and the Medieval Period. Program for Gifted Students.

Bucks County Intermediate Unit 22, Doylestown, Pa.

PUB DATE- 81
NOTE- 39p.; Prepared by the Special Education Division. For related documents, see EC 171 144-152. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; Art History; *Fine Arts; *Gifted; *Greek Civilization; History; Medieval History; Secondary Education; Units of Study
IDENTIFIERS- *Roman Civilization

One in a series of instructional units designed for gifted students, the booklet focuses on the arts in Greece, Rome, and the Medieval period. Narrative information on Greek pottery, sculpture, architecture, music, and dance is followed by lists of suggested activities for students and reference lists of texts and media. A similar unit on the Romans deals with architecture, sculpture, painting, music, and dance. The third unit, on the Medieval Period, reviews aspects of Byzantine art, the Early Middle Ages, Romanesque art, the Gothic period, music, and dance. Lists of references, including audiovisual suggestions, conclude each unit. (CL)

ED 252 046 EC 171 303

Friedman, David B.; And Others
Child Care and the Family.
National Committee for Prevention of Child Abuse, Chicago, Ill.
REPORT NO.- ISBN-0-937906-39-5
PUB DATE- 84
NOTE- 50p.

AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 S. Michigan Ave., Suite 1250, Chicago, IL 60604-4357.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Advocacy; *Child Caregivers; *Day Care; *Prevention; Program Development

The booklet examines child care as a major resource for the prevention of child abuse, and is intended to bring child care and child abuse workers together. An introductory section on child abuse is followed by an update on the family, including historical perspectives and a case study illustrating cooperation of parents and day care staff. A section on child care includes information on the following topics: history of child care in the United States, types of child care, quality child care, attachment, babysitting, latchkey children, handicapped children, crisis child care, and the financial dilemma of child care. The role of child care in the prevention of child abuse is noted, and frequently asked questions about child care are answered. Suggestions are offered for starting a child care service, supporting child advocacy, and understanding the importance of volunteers. Among appended information are a list of related readings and tips on preventing child molesting. (CL)

ED 252 106 HE 017 768

Benson, Gary L.

In Search of a More Relevant Business and Management Education.

PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *College Curriculum;

Educational Change; *General Education; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Liberal Arts; *Relevance (Education)

Reasons for changing the way business and management students are educated are considered, along with the results of a survey of almost 200 personnel managers from major employers in the greater Rocky Mountain area. Currently, in many business and management curricula, general education courses are taught during the first 2 years and business courses are taught in the last 2 years of college. It is suggested that a businessman or manager's formal education should include a number of arts and sciences courses, not segregated and separated from business and management courses, but integrated throughout the curriculum. In order to understand the nature of discrimination in management, personnel management and sociology courses might be taken simultaneously, rather than being separated by a year or more of coursework. To better appreciate business-government relations, political science courses might also be taken at the same time as business courses. The survey of personnel managers identified courses or types of classes considered by employers to be most important in preparing students for management. Of particular importance were written and oral communication courses. Three major forces that further indicate a need to integrate courses are: the impact of high technology, the growing importance of international business, and the increasing complexity of business and management. (SW)

ED 252 148 HE 018 008

Kaiser, Harvey H.
How Can We Afford This: Funding & Financing Means.
PUB DATE- Feb 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Buildings; Construction Costs; Donors; Endowment Funds; Expenditures; *Facility Improvement; Federal Aid; *Financial Support; *Fund Raising; Higher Education; Operating Expenses; Private Financial Support; *School Funds; State Aid

Sources of funds for campus capital renewal and replacement are discussed, including the operating budget, external sources, conversion of assets, and innovative techniques. Current funds can be obtained from tuition and fees, external sources, and sales and services of educational or auxiliary operations. Public universities are more heavily dependent on federal aid and contracts than are private universities. State governments play a significant role in supporting public higher education and, to a lesser degree, private institutions. In the early 1980s, the private sector derived a larger percentage of revenues from private gifts and endowment funds than did public institutions. Educational activities and auxiliary enterprises sell goods and services to faculty, staff, students, and the public. Object categories of college expenditures could be examined for ways to reduce costs and as a potential source for capital renewal and replacement funds. Additional sources of funds are foundations, corporations, and individual donors. Ways of soliciting gifts from private and corporate donors are identified, along with recommendations for obtaining government financial support for renewal and replacement. Debt financing and innovative techniques, such as land development and tax benefits, are also considered. (SW)

ED 252 162 HE 018 036

Bernotavicz, Freda; Clasby, Miriam

Competency Across the Campus: The University Secretary. Summary of a Research Study of Secretarial Competencies.

University of Southern Maine, Gorham.

PUB DATE- Jul 84
NOTE- 31p.
AVAILABLE FROM- University of Southern Maine, Division of Employee Relations, 37 College Avenue, Gorham, ME 04038 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Competence; Efficiency; Higher Education; *Individual Development; Institutional Research; *Interpersonal Competence; Job Performance; *Job Skills; Maturity (Individuals); Models; Problem Solving; Productivity; *School Secretaries
IDENTIFIERS- *Noninstructional Staff; *University of Southern Maine

The competencies of the university secretary were studied at the University of Southern Maine. In addition to developing position descriptions, competencies that distinguish effective performers were also identified. Based on results of interviews with 24 secretaries, a competency-based model was developed. Fourteen competencies were categorized into four clusters: intellectual, entrepreneurial, interpersonal, and maturational. The data were analyzed in three ways: superior versus average secretaries, basic versus advanced, and academic versus nonacademic. Eight of the competencies distinguished the outstanding secretaries: diagnostic skills, divergent thinking, values quality and efficiency, initiative, influence, interpersonal sensitivity, job commitment, and assertiveness. The advanced secretaries (executive or administrative secretary, office manager, research aide, and administrative assistant) demonstrated the competencies of "values quality and efficiency and job commitment" significantly more often than did the basic secretaries (i.e., clerk typist, secretary, and library clerk). A chart identifying the 14 competencies and their behavioral indicators is included, along with a schemata of the competency-based model. (SW)

ED 252 360 RC 015 118

Socioeconomic Indicators for Small Towns. Small Town Strategy.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-58
PUB DATE- Aug 82
NOTE- 13p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Census Figures; Community Characteristics; *Community Resources; *Data Collection; *Economic Climate; Enrollment; Family Financial Resources; *Information Sources; Labor Force; Leaders Guides; Population Trends; Predictive Measurement; Questionnaires; *Social Indicators
IDENTIFIERS- Arizona; *Impact Studies; *Small Towns

Prepared to help small towns assess community population and economic trends, this publication provides a step-by-step guide for establishing an on-going local data collection system, which is based on four local indicators and will provide accurate, up-to-date estimates of population, family income, and gross sales within a town's trade area. The four local indicators are discussed: (1) electric hook-ups which are used to estimate present population; (2) school enrollment which is used to project population trends; (3) sales tax collections which are used to assess present economic activity; and (4) postal delivery service and postal receipts which are used to provide a further estimate of population and economic activity in the community. In addition to these four local indicators, this publication shows how to access and interpret three important indicators available from the United States Census: (1) population by incorporated community and census districts, including data on number of households and average family size; (2) personal income, including estimates of per capita and median family income; and (3) labor force, including total employment and unemployment, and male and female labor force participation rates. Examples from the community of Willcox, Arizona are provided throughout the publication. (NQA)

ED 252 061 FL 014 713

Ervin-Tripp, Susan M.
Activity Structure as Scaffolding for Children's Second Language Learning. Sociolinguistic Working Paper Number 100.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Educational Strategies; *Games; *Learning Activities; *Play; Role Playing; *Second Language Learning; Sociolinguistics

An examination of the play situations in which children are successful in learning second languages was undertaken based on observations that children in foreign language settings learn languages quickly in the process of daily play activities. A wide variety of activities were examined, including play phone conversations, soccer, elastic rope jumping, card and board games, role playing, and object-based fantasy. Structural elements examined include play with minimal language, contextualized formulae, turn exchanges, gestural support, imitation, explicit instruction, role assignment, and arguments. It was found that: (1) in different types of games children appear to routinely use their activity knowledge as if there were no language barrier; (2) language use differs considerably in various activities; (3) factors seeming to facilitate learning were redundancy with action that made words meaningful, availability of simple models to copy, and cooperative attitudes by the partner that led to instruction or willingness to interpret the learner's tries; (4) the foundation for children's language learning through play is their prior knowledge of the activity structure of the general game type, or in complex games, the specific game; and (5) the language learned in games varies in complexity, with the easiest to learn consisting of syntactically simple, highly repetitive formulae, and with the social success and sense of participation through the language acting as other benefits. (Author/MSE)

ED 252 091 FL 014 765

Curriculum Guide for Polish Language Arts, Elementary Levels C, D, Working Draft = Program Nauczania Jezyka Polskiego Wskazowki Metodyczne, Poziomy elementarne C, D.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78
NOTE- 144p.; For related document, see FL 014 764.
LANGUAGE- Polish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *Educational Objectives; Elementary Education; *Language Arts; Limited English Speaking; Literature Appreciation; *Polish; Reading Comprehension; Study Skills

A guide to assist teachers of Polish language arts as the first language of students in the Chicago public schools' transitional bilingual education program follows objectives parallel to those set out for English language instruction, to preserve the integrity of the Polish language. Lessons are presented as suggestions for teaching toward the stated objectives for word attack, comprehension, study skills, and literature at each of two elementary levels, and teachers are encouraged to add and develop their own activities. Evaluation criteria are provided at the end of each lesson. Space is provided in each lesson for teachers to note the materials and strategies found most successful. Except for the preface, the text is entirely in Polish. (MSE)

ED 252 176 IR 011 433

Tannheimer, Charlotte
Computers in the World of College English.
PUB DATE- 21 Aug 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Artificial Intelligence; *College English; *Computer Assisted Instruction; Computer Graphics; *Computers; *Courseware; *English Instruction; Evaluation Criteria; Higher Education; Interviews; Language Teachers; Literature Reviews; *Use Studies; Word Processing
IDENTIFIERS- Computer Uses in Education; Massachusetts; Software Evaluation

This sabbatical report surveys some computer software presently being developed, already in use, and/or available, and describes computer use in several Massachusetts colleges. A general introduction to computers, word processors, artificial intelligence, and computer assisted instruction is provided, as well as a discussion of what computers can do for students and teachers of English and a consideration of potential problems. Consideration is also given to software evaluation, graphics, and the social, ethical, and political implications of computers in education. Recommendations are offered for Endicott College (Massachusetts) in using computers in course work. A 40-item bibliography and 91 reference notes are included. (Author/LMM)

ED 252 191 IR 011 452

Wiley, Ann L.
Building Design and the Architect: An Instructional Module.
PUB DATE- 30 Jun 82
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Architects; Architectural Drafting; *Building Design; *Design Requirements; *Educational Facilities Planning; *Facility Guidelines; Facility Requirements; Higher Education; Independent Study; Information Sources; Learning Modules; *Program Development; Teaching Methods

This self-instructional module presents learner objectives, text, practice exercises, and answer sheets on the development of the kind of building program that would be used by architects in designing a new building or training area for a school, college, or business. The text explains the components of a building program, including the basic educational objectives for the facility, how the programs will be implemented, curriculum emphases, times that the areas will be used, general ability level of the learners, teaching staff preferences for methods and materials, and any atypical problems of maintenance, lights, temperature, air movement, and number of students. Also addressed are the building program committee, writing the building program, the role of the instructional technologist in building program development and building design, pitfalls in building program development and design, and architectural services. A 12-item test is included. (LMM)

ED 252 192 IR 011 453

ED 252 207 IR 050 944

Jenkins, Darrell L.; And Others
Specialty Positions in ARL Libraries. SPEC Kit 80.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 82
NOTE- 152p.; Some pages may not reproduce well due to light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Librarians; *Library Administration; *Library Personnel; *Library Planning; *Library Services; Library Surveys; Occupational Information; Research Libraries

A Fall 1981 Systems and Procedures Exchange Center (SPEC) survey of Association of Research Libraries (ARL) members found that of 80 respondents, 60 libraries reported 123 specialty positions involving a wide range of activities. The initial document in this kit on specialty positions in ARL libraries provides findings and statistics related to the 123 specialty positions reported in the survey. The kit comprises position descriptions in the following categories and institutions: (1) administrative and general management at Case Western Reserve University, Emory University, University of Illinois-Urbana-Champaign, Massachusetts Institute of Technology (2 positions), Temple University, and Smithsonian Institution (2 positions); (2) automation positions at Dartmouth College, University of Missouri-Columbia, Northwestern University, Pennsylvania State University, and Virginia Polytechnic Institute and State University; (3) budgeting, fiscal, and business manager positions at Brigham Young University, University of California-Riverside, University of Hawaii, University of Houston, New York University, University of Rochester, and University of Western Ontario; (4) development positions at Case Western Reserve University and Emory University; (5) personnel officer positions at Brown University, University of Hawaii-Manoa, University of Houston, University of Notre Dame, Pennsylvania State University, Princeton University, Temple University, and University of Western Ontario; (6) planning and research positions at University of Colorado, Colorado State University, and University of Western Ontario; (7) systems analysis positions at Brigham Young University, University of California-San Diego, Duke University, New York University, University of Notre Dame, University of Pittsburgh, University of Tennessee-Knoxville, York University, and National Library of Canada (3 positions); and (8) other positions including special activities librarian at the Smithsonian Institute, specialist classification at New York Public Library, editorial officer at Harvard University, and head of the Wilson Recordings Collection at University of British Columbia. The kit also includes selected tables which include salary statistics for functional specialists in 1982. The concise summary that introduces the kit discusses factors contributing to libraries' needs for specialists, the role of specialists, and managing the specialist. (THC)

ED 252 235 IR 050 975

Hebert, Robert A., Jr.
The Measurement and Evaluation of Reference Service at the Public Documents and Maps Department of the Duke University Library.
PUB DATE- Jul 84
NOTE- 62p.; MSLS Thesis, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Government Publications; Higher Education; *Information Seeking; Librarians; *Library Collections; Library Research; *Library Services; Library Surveys; Maps; Profiles; *Reference Services; User Satisfaction (Information); Use Studies
IDENTIFIERS- *Duke University NC; Library Users

This study describes two surveys of the users of the Public Documents and Maps Department of the Duke University Library. The information gathered in the course of this inquiry is reported: (1) in a profile of the users of the department's reference service, and (2) in a comparison and analysis of the evaluations of reference encounters by both users and librarians. The results of the first survey, the user profile, reveal that most users of the documents department are Duke University students seeking information in the area of the social sciences. The types of questions most frequently asked are requests for legislative information, a specific title or article, and statistical information. Results of the second survey, which focused on the effectiveness of the department's reference service, indicate that: (1) many users may have an inadequate knowledge of government documents, (2) users tend to express high rates of satisfaction with the outcomes of reference encounters, and (3) users seem to respond favorably to instruction by librarians in the use of the department's reference tools and sources. The questionnaires used for both surveys, notes, and a bibliography are appended. (THC)

ED 252 264 JC 850 028

Fadale, LaVerna M.; Winter, Gene M.
Affective Work Competencies in Postsecondary Occupational Education: A Feasibility Study.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 84
NOTE- 65p.
GRANT- VEA-58-84-9380
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *Community Colleges; *Employer Attitudes; *Employment Qualifications; Job Performance; Job Skills; Questionnaires; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York

This report describes the methods and findings of a study of the attitudes, values, and habits required for successful employment in technical-level positions. Part I describes the purpose and procedures of the study which sought to determine the feasibility of using the Affective Work Competencies Inventory (AWCI) to measure the affective competency of employed graduates from postsecondary institutions; and to determine employer attitudes regarding the skills and characteristics most important to successful employment. Part II begins by describing the modifications made to the AWCI to increase its applicability at the postsecondary level, and then discusses a pilot test of the instrument with a group of technicians as the primary data source, and offers conclusions about the reliability and usefulness of the AWCI. Next, findings are presented from a survey of 250 New York State employers which sought information on respondent/firm characteristics; the affective competencies related to success in hiring, retention, and promotion; and perceptions of recent hirees. Part III offers a concluding summary and discussion of implications. Appendices provide the AWCI in its original and modified forms and the employer survey form. (HB)

Single Parent Adoption.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-81-30306
PUB DATE- Apr 81
NOTE- 29p.
CONTRACT- DHHS-105-79-1102
AVAILABLE FROM- LSDS, Department 76, Washington, DC 20402 (Publication No. OHDS-81-30306, single copy free of charge).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adopted Children; *Adoption; Age; Comparative Analysis; Demography; *Emotional Adjustment; Extended Family; Minority Groups; National Surveys; *One Parent Family; Placement
IDENTIFIERS- *Single Parent Adoption

Presenting two views of the single-parent family, this pamphlet includes an article by two researchers (William Feigelman and Arnold R. Silverman) and a short statement by a single adoptive parent (Amanda Richards). The first paper summarizes earlier research on single-parent adoptions and discusses the results of a nationwide survey of 713 adoptive parents made in 1974 to 1976. Respondents to the mailed questionnnaire included 58 single adoptive parents. The adoptive single-parent sample was compared with the adopted couple sample in terms of place of residence, income, occupation, religious and political beliefs, age, and contact with extended family members. Single parents reported more difficulties in adopting children and were more likely to adopt "hard-to-place" children. Adoptive single parents reported more adjustment problems on the part of their children, but these problems appeared to be related to the fact that single parents tend to adopt older children more frequently than couples do. While the availability of extended families and friends was not important in determining the success of single-parent adoption, the attitudes of these groups toward the adoption were important. It was concluded that the results of this research offer support for the practice of single-parent adoption. In the second paper, a single woman describes her experiences in becoming an adoptive parent. Included are excerpts from her diary during the adoption process and a description of what the adoption has meant in terms of her daily schedule, work, and social life. (CB)

ED 252 321 PS 014 856

True, Judy; Googins, Duane
Extended Learning Opportunities for the Single Parent Family.
PUB DATE- Sep 84
NOTE- 11p.; Paper presented at the National Reading and Language Arts Educator's Conference (Kansas City, MO, September 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Employed Parents; Extended School Day; *One Parent Family; Parent Influence; *Parent Participation; *Parent School Relationship; *Reading Programs; Resource Centers

Changes in family life styles, particularly the increase in single-parent families, can affect children's behavior in school. Apparently, teenagers are able to cope more successfully with the conflict of loyalties and demands of their parents' divorce than are younger children. Educators designing support systems to provide families with opportunities to have positive interactions with their children's school need to consider the limitations encountered by single parents in terms of time, earnings, and energy. Two programs in Minneapolis, Minnesota at St. Anthony Village, New Brighton School District 282 have been designed to meet the needs of the single-parent home as well as the needs of more traditional family lifestyles in promoting the reading needs of children at school and at home. The first, Extended Learning--A Family Affair, attempts to partially modify elementary schoolhouses and to provide appropriate facilities, time, and direction for parents to help their children become more efficient readers. The Saturday Morning School operates with the cooperation of the education departments of local colleges and universities. In this second program, college students needing beginning practicum experiences with children are enlisted to provide adult models for young readers in local public libraries and elementary schools. (AS)

ED 252 374 SE 045 281

Pierce, James P.
The Loss of Genetic Diversity: An Impending Global Issue.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; *Biology; Conservation (Environment); Ecology; Endangered Species; Genetic Engineering; *Genetics; Higher Education; *World Problems
IDENTIFIERS- *Eugenics

Definitions of biosphere and ecosystem are provided as the basis for understanding a problem that threatens to become (or already is) a global issue, namely, human activity which results in reducing the diversity of life forms present in the biosphere as an ecosystem. Two aspects of this problem are: (1) the growth of human populations worldwide crowding out other species as they are overcome in the resulting competition for space and food; and (2) the practice of eugenics, which has worked to reduce individual variation that exists within a species. Although there have been efforts to counteract the general reduction of genetic variabilty in domestic plants and animals, these efforts are small and slight at best. The greatest loss of genetic material is now going on in tropical rainforests, which are being cut by commercial loggers and cleared for farms and ranches at an alarming rate. The reasons for and consequences of this practice are addressed, as well as implications for all living things. The loss of the biosphere's genetic variability (as illustrated by the examples in this paper) transcends national boundaries and requires policy action on the part of all concerned parties to resolve the problem. (JN)

ED 251 998 EC 171 152

Garton, Harry A.

Contemporary Art: Humanities Thematic Unit (An Example Unit for Gifted Students). Program for Gifted Students.

Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 80
NOTE- 31p.; Prepared by the Special Education Division. For related documents, see EC 171 144-151. See note to EC 171 144.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art History; *Gifted; Learning Activities; Secondary Education; Units of Study; *Visual Arts
IDENTIFIERS- *Modern Art

The paper, one in a series of instructional units for gifted students, concentrates on contempory art with an emphasis on developing abstract thinking and creative problem solving at a higher cognitive level. An introductory section reviews basic program concepts and briefly describes the use of such procedures as open-ended discussion, guest speakers, field trips, and individual and group projects. Different movements in art are briefly covered, and examples of artists of that period are offered: Dadaism, impressionism, pointillism, expressionism, abstract-expressionism, cubism, realism, surrealism, and neoprimitivism. Additional narrative is provided on mural painting, sculpture, architecture, and bridges. Vocabulary lists, discussion questions, suggested projects, and a list of resources conclude the booklet. (CL)

ED 252 014 EC 171 170

Larsen, Gary Y.

The Glenwood Assessment of Behavior of the Mentally Retarded: A Well-Factored Scale of Adaptive Behavior.

PUB DATE- May 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); Factor Analysis; *Mental Retardation; *Test Construction; *Test Items
IDENTIFIERS- *Adaptive Behavior Scale (AAMD)

The paper describes the reasons for developing a new instrument to measure adaptive behavior of mentally retarded residents at Glenwood State Hospital-School and recounts the processes involved in constructing the new scale. Among complaints about the American Association on Mental Deficiency Adaptive Behavior Scale (ABS) are its inappropriateness with very low functioning persons and item arrangement and scoring. A review of specific items was carried out, and a factor analysis was performed using data gathered from administering the ABS to 200 redidents. The factor analysis was designed to determine the best arrangement of the items into domains. Results suggested that the six factors could be better conceptualized in two broad categories, first, those having to do with general abilities or behaviors (cognitive and communication skills and social responsiveness), and second, those relevant to specific behaviors (basic self-help skills, self-care skills, and community living skills). Tables listing adaptive and maladaptive behavior factor items and the percent of variance accounted for by each conclude the paper. (CL)

ED 252 031 EC 171 188

Spragg, Paul A.
Counseling the Mentally Retarded: A Psychoeducational Perspective.
PUB DATE- May 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; *Counseling Techniques; *Learning Processes; *Mental Retardation; Metacognition; Program Evaluation; *Psychoeducational Methods; Self Evaluation (Individuals); Student Evaluation

The paper suggests that a cognitive or psychoeducational perspective is valuable in counseling mentally retarded individuals. Psychoeducational considerations in pretreatment assessment, with an emphasis on process rather than product, are noted; and it is explained that counseling of mentally retarded persons can be enhanced through the use of techniques to maximize learning efficiency. Cognitive foundations of therapeutic communication are discussed, and suggestions are offered from research on attention, input organization, and memory and recall. A learning perspective focuses on effects of client expectations and motivation, factors influencing the acquisition of behaviors, and metacognitive treatment strategies. Difficulties in measuring counseling outcomes with the mentally retarded are described, and the value of objectively rated criterion referenced tests based on behaviorally-anchored constructs most applicable to the mentally retarded is considered. (CL)

ED 252 076 FL 014 732

Viertler, Renate B.
Greeting, Hospitality, and Naming among the Bororo of Central Brazil. Working Papers in Sociolinguistics Number 37.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.
PUB DATE- Jul 76
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Foreign Countries; *Indigenous Populations; *Interpersonal Communication; Latin Americans; *Social Behavior; Social Class; Social Status; *Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- *Bororo Indians; Brazil; *Etiquette; Names

Hospitality patterns of the Bororo Indians are illustrated in two examples: the etiquette due to a visiting chief from another Bororo village, and the etiquette due any common visitor from another Bororo village. Formal hospitality differs greatly from the usual etiquette. At a visiting chief's arrival, he enters as the last of his group and waits in a central location until the village chief arrives to have an oral duel with him, which establishes their wisdom and rights; the last to speak is the winner. In this duel the importance of names, titles, ornaments, and other social codes of ownership symbolic of survival is expressed. A common visitor goes to the central plaza and shouts out all his personal names and waits to be invited into the meetingplace of the men's council for a long and detailed interview, focusing on his family's names, in order to be placed properly for eating and sleeping in a home of his name-category ("mother," "father," "godmother," "godfather").

Name categories also determine seating. Every person a Bororo may call by a kinship term is inserted into a system of food, shelter, and gift reciprocity. The origin of the kinship ties is in the tradition that a Bororo is not just a descendant of an ancestor but a representative of a mythological hero associated with the name-category. In naming a child the Bororo attempt not to "lose names." A hierarchy of social prestige is expressed in kin terms. However, naming practices do not reflect any formal kinship system--kinship is a secondary effect of naming practices. (MSE)

ED 252 134 HE 017 971

LoGuidice, Tom

Global and International Education at Lutheran Sponsored and Affiliated Colleges: A Look at What Is and What Should Be.

PUB DATE- Oct 83

NOTE- 14p.; Paper presented at the Annual Conference of the Association of Lutheran Faculties (October 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Church Related Colleges; *College Programs; College Role; *Course Content; Educational Philosophy; *Global Approach; Higher Education; *International Education; School Catalogs

IDENTIFIERS- *Institutional Mission; *Lutheran Colleges

The status of international and global education at Lutheran colleges was investigated. Catalogs of 34 colleges and universities were analyzed to determine the courses that had an international or global focus, mission statements, general course requirements, programs, and majors and minors. Twelve of the colleges and universities had a philosophy and goals or mission statement that addressed international or global education, while 20 colleges had at least one program in international or global education. International affairs and international trade were the most common designations. Political science courses in international politics, economics courses in international development, and business courses in international trade, as well as comparative courses, were popular. Brief course descriptions are included. A chart provides the following information for 10 Lutheran colleges: whether the catalog has a philosophy or mission statement, the names of programs with an international or global focus, and the number of these courses. The section of Pacific Lutheran College's catalog on international programs is appended. (SW)

ED 252 250 JC 840 627

How to Be a Guardian.

Hillsborough Community Coll., Tampa, Fla.; Hillsborough County Guardianship Committee, Tampa, FL.; University of South Florida, Tampa. Suncoast Gerontology Center.

PUB DATE- Dec 84

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Community Colleges; *Community Education; *Course Content; Course Descriptions; Legal Responsibility; Medical Services; Psychiatric Services; Two Year Colleges

IDENTIFIERS- *Guardianship

Designed to promote and facilitate educational opportunities at the local level for prospective guardians, this manual outlines a model course to introduce the concept of guardianship to persons interested in serving as legal guardians. First, introductory material describes the purpose, content, and development of the model course. Next, a course description states the general course objectives and provides an overview of the eight course sessions, which are: (1) Introduction to Guardianship and Using Volunteers as Guardians; (2) Legal Issues in Guardianship; (3) Medical Aspects of Guardianship; (4) Psychiatric Aspects of Guardianship; (5) Special Topics, including guardianship for developmentally disabled, children and adolescents, and substance abusers; (6) Designing and Implementing a Care Plan for the Ward; (7) Duties of the Guardian; and (8) a wrap-up, problem-solving session. A detailed outline is then provided for each of the sessions. The manual includes a description of the Volunteer Guardian Program of Lutheran Ministries of Florida; a course evaluation form; Florida State regulations concerning guardianship; a fact sheet on senile dementia; and a bibliography. (LAL)

International Conference on Education and Local Development in Rural Areas. Conference Report and Project Conclusions (Western Isles, Scotland, June 1-5, 1981).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

PUB DATE- Apr 83
NOTE- 87p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Education Work Relationship; Elementary Secondary Education; Equal Education; *Government Role; Higher Education; International Programs; Minority Groups; *Nonformal Education; Public Agencies; *Role of Education; *Rural Development; *Rural Education; Rural Population; School District Autonomy
IDENTIFIERS- *Education and Local Development Project; Organisation for Economic Cooperation Development

A select group of 75 educators, government officials, and academic experts from 18 countries exchanged information and insights, explored topics of mutual concern, and reviewed the Organisation for Economic Co-Operation and Development's (OECD) Centre for Educational Research and Innovation (CERI) work on strategies for connecting rural education and rural development. Following the introduction by Jonathan P. Sher, Part One of the conference report reviews the history and activities of the CERI/OECD Project on Education and Local Development (ELD) from its inception in May, 1979. Part Two includes the opening address by Ray Marshall; keynote addresses ("The Role of Formal Education in Rural Development" by Douglas McArthur and "The Role of Adult and Non-Formal Education in Rural Development" by Philip Coombs); responses to the conference from the Scottish Education Department (R. S. Johnston) and from the Western Isles (N. R. Galbraith); and brief reports of workshops and special sessions. Twenty-five ELD Project conclusions ratified at the conference comprise Part Three and fall into three categories: general--applicable to all ELD work

(11 conclusions); specific to formal education in rural development (7 conclusions); and relating to non-formal and adult education in this context (7 conclusions). The appendix lists the participants. (BRR)

ED 252 389 SE 045 308

Biddulph, Fred; Osborne, Roger
Some Issues Relating to Children's Questions and Explanations. Learning in Science Project (Primary). Working Paper No. 106.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Nov 82
NOTE- 26p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Inquiry; *Learning Strategies; *Questioning Techniques; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

One area explored in the Learning in Science Project (Primary--LISP(P)--was children's questions about and explanations of phenomena. Data were obtained from work with classes of children, interviews with children, informal discussions with teachers, and observations of two teachers using an alternative teaching model (outlined in an appendix) which builds on questions children have and explanations that they suggest. Children's responses to this approach suggests that they: can identify a communication system which encourages them to ask questions; are able to decide which questions interest them most; will accept questions which are not their own; and appreciate lessons based on their questions. In addition, variations in the number of questions asked by children and in the number of children asking questions were found. Other findings are presented and analyzed in relation to: (1) features of children's questions (such as questions serving different functions for different children); (2) six aspects of children's explanations (including the finding that children's answers give insight into the way they interpret a question); and

(3) teachers' reactions to science as inquiry (such as teachers being surprised at the sophistication of children's questions and answers). Implications of these findings for further research are outlined. (JN)

ED 252 047 EC 171 304

Working Papers in Speech-Language Pathology and Audiology. Volume XII.

City Univ. of New York, Flushing. Queens Coll. Dept. of Communication Arts and Sciences.

PUB DATE- Aug 84
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aphasia; *Audiology; Black Dialects; *Communication Disorders; Hearing Aids; Hearing Impairments; *Intervention; Learning Disabilities; Parent Child Relationship; Phonology; *Speech Therapy; Student Evaluation

Seven papers report on speech language pathology and audiology studies performed by graduate students. The first paper reports on intelligibility of two popular synthetic speech systems used in communication aids for the speech impaired, the Votrax Personal Speech System and the Echo II synthesizer. The second paper reports facilitation of tense discrimination by adding semantic redundancy to written sentences of an aphasic 75-year-old. The third study examined the relationship between Black English dialect and articulation disorders. An assessment of the directional microphone hearing aid in the clinical setting is followed by an investigation of the middle latency response measuring auditory sensitivity in adults with normal and impaired hearing. The sixth paper presents findings of an investigation of mother-child interactions with a language disordered child; qualitative and quantitative differences in the mother and clinician dyads were noted. The final study suggested that the communication problems of learning disabled children may be the result of an interaction involving cognitive, social, and linguistic deficits. An index to the contents of the first 11 volumes of working papers is included. (CL)

ED 252 107 HE 017 807

Advisory Commission on Articulation Between Secondary Education and Ohio Colleges.

Ohio Board of Regents, Columbus.

PUB DATE- Apr 81
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Advisory Committees; *Articulation (Education); College Bound Students; *College Preparation; College School Cooperation; *English Curriculum; Higher Education; Information Dissemination; Language Skills; Parent School Relationship; School Districts; Secondary Education; *Secondary School Mathematics; State Boards of Education; *State Standards; Statewide Planning; *Teacher Education

IDENTIFIERS- *Ohio

Nine recommendations of the Advisory Commission on Articulation Between Secondary Education and Ohio Colleges are presented. The major areas of concern are: a college preparatory curriculum; teacher preservice and inservice education; and communication within the educational community, as well as with students and their parents. Included with the recommendations are statements of existing problems concerning the curriculum, teachers, and communication, along with suggested implementation strategies for both state- and local-level action. The Commission was charged with identifying collegiate expectations for entering students in order to reduce the need for remedial coursework during college. Appendices include: a statement of the purpose of the Commission, the text of the Ohio law governing college entrance requirements, a list of resource group members appearing before the Commission, recommendations for language skills that should be developed through English instruction, a list of mathematical skills that should be mastered before the study of alegebra, a list of the content areas that should be covered by high school mathematics courses, and a list of the recommended number of years of high school mathematics needed for various baccalaureate programs. (SW)

ED 252 121 HE 017 949

Grupe, Fritz H.
Improving Academic Consortium Effectiveness through Computer Usage: A Status Report and a Proposal.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Nov 84
NOTE- 67p.; Report prepared in cooperation with the Council for Interinstitutional Leadership. Appendix E was not included in the document received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Computer Oriented Programs; Computer Software; *Consortia; Efficiency; Higher Education; *Inservice Education; *Management Information Systems; *Program Administration; Program Costs; Questionnaires
IDENTIFIERS- Decision Support Systems

The extent to which 37 academic consortia were using or were capable of using computers to improve operations was surveyed, and potential applications of computers were identified. Attention was also directed to equipment availability, staff knowledge of computer software, and the possibility that a training and applications effort could be pursued. Potential applications of computers to assist in five consortial managerial functions and three major types of computer information systems that assist in these managerial tasks were addressed. Computer-based models appropriate to consortia, obstacles to computer usage, and fourth generation tools were also assessed. The survey report includes various tables and graphs that illustrate the information that can be generated by computer programs, along with a proposal for applying computer technology to consortium administration. The proposal considers program objectives and design, training, project costs, and computer hardware and software. Appendices include: the survey questionnaire, a list of potential cooperative computer-related programs, a sample computer project budget, a summary of survey responses, and a selected bibliography on decision support systems. (SW)

ED 252 149 HE 018 009

Baratz, Joan C.; Ficklen, Myra

Participation of Recent Black College Graduates in the Labor Market and in Graduate Education. Final Report.

Educational Testing Service, Washington, DC. Div. of Education Policy Research and Services.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- Jun 83

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Colleges; *Black Students; *College Graduates; Comparative Analysis; *Employment Experience; *Graduate Study; Graduate Surveys; Higher Education; Labor Market; *Majors (Students)

Educational and career pursuits of recent black college graduates were studied. The following issues were explored: the contributions of the traditionally-black institution (TBI) to the number of black college graduates, majors of TBI graduates compared to those of black graduates of predominantly white schools, college costs, black graduates' pursuit of graduate and professional school studies, and the experience of TBI graduates in the labor market. The high school achievement level and ratio of males to females were found to be similar for the two groups of graduates. Black graduates of majority institutions were somewhat older. In general the choice of major for black undergraduates at TBIs was not significantly different from black and white undergraduates at majority institutions. The most likely majors were education, business and management, and social sciences. The full-time participation rate in graduate school was the same for all black graduates. TBI baccalaureates were competitive with other college graduates in the job market. While TBI graduates were paid slightly less and tended to work in government more, overall employment rates and types of jobs were similar for the two groups. Appendices include information on the case of Adams v. Richardson and Title III of the Higher Education Act. (SW)

Gill, Wanda E.
Tutor Training Program.
PUB DATE- 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Guidelines; Higher Education; Interpersonal Relationship; Library Skills; Listening Skills; Questioning Techniques; Questionnaires; Records (Forms); *Skill Development; Student Responsibility; *Test Wiseness; Time Management; *Tutoring; *Tutors
IDENTIFIERS- Bowie State College MD

A tutor training program manual that is used at Bowie State College is presented. The manual covers the following: tutoring program objectives; general tutoring principles; general procedures the tutor should follow; including contacting the student and establishing rapport, guidelines concerning the tutors' attitudes and behavior; a few points to remember in tutoring programs, nine responsibilities of the tutor; how to approach subject tutoring; tips for asking questions, steps in making contracts with tutorees; obligations of the tutoree; a sample contractual agreement form; self-evaluation; problem-solving skills; role play practice session; decision-making skills; interpersonal skills; library skills; examples of library card catalog entries; concentration; suggestions for improving listening skills; following directions; organizing activities and using time effectively; a sample time schedule for students; memory and the use of mnemonic devices in the physical sciences, chemistry, mathematics, and physics; behavior modification; test-taking skills; sample questions illustrating guessing strategies; sample psychology test and quiz; motivation; vocabulary development; theoretical problems; and a form for the coordinator's evaluation of the tutor. (SW)

ED 252 221 IR 050 960

Zweizig, Douglas; And Others
Library Legislation. Final Report of the State Superintendent's Task Force.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Jul 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Financial Support; Library Administration; Library Cooperation; Library Personnel; *Library Services; Position Papers; *Public Libraries; Resources; *School Libraries; *State Legislation
IDENTIFIERS- Access to Information; *Wisconsin

Prepared by the Task Force on Library Legislation appointed by Wisconsin's State Superintendent of Public Instruction, this final report presents policy statements and action recommendations addressing issues related to the organizational and funding problems of public libraries, public library systems, and multitype library cooperation. The 19-member task force comprised a mixture of citizens and professional librarians, each representing informally one or a number of areas relevant to the concerns of local government, librarians, and users of libraries. The report provides specific suggestions on: (1) improvement in the quality and equity of library services available through public, school, and other types of libraries; (2) stabilization and improvement in access to public libraries across jurisdictional lines; (3) improvement in the equity of support for public libraries by different governmental jurisdictions; (4) improvement in cooperation and sharing of resources among all types of libraries; and (5) modification and improvement of legislation relating to libraries. Appendices contain a 1985-1987 Biennial Budget Summary for State Aid for Library Development; Section 121.02(1)(h), Wisconsin Statutes; a list of issue papers considered by the task force; Chapter 43, Wisconsin Statutes; and a new formula for Public Library System Aids Estimates. (THC)

ED 252 278 PS 014 714

Delk, John; And Others

Perceived Masculine-Feminine Behaviors of an Infant among Health Professionals.

PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Health Personnel; *Infant Behavior; Infants; Nurses; Physicians; Psychologists; Rating Scales; *Sex Differences; *Sex Stereotypes; Videotape Recordings
IDENTIFIERS- *Femininity; *Masculinity

The objectives of this study were to investigate (1) whether prior opinions concerning a child's sex influence the qualities attributed to the child; (2) whether differences exist in the responses of male and female raters; and (3) the effect of forced-choice responses vis-a-vis non-forced responses. An 8-minute videotape of a 22-month-old infant was shown to 464 medical, nursing, and psychology students. One third of the subjects were told that the child was female, one third were told the child was male, and one third were told the child was hermaphrodite (neutral). While viewing the videotape, one group of subjects scored the infant's activities as masculine or feminine (forced choice). Another group of subjects scored the infant's activities as masculine, feminine or neutral (non-forced choice). After viewing the videotape, all subjects rated the infant on eight descriptive variables: passive, active, dependent, self-confident, secure, adventurous, and normal. Results indicated that health professionals' attributions were affected by information concerning a child's sex. This effect was the same for male and female viewers in the forced-choice situation. In the non-forced-choice situation, females were more unwilling than males to accept the hermaphrodite status but were more likely to give neutral ratings when sex was stipulated. Ratings of descriptive variables also revealed stereotyped responses to sexual stipulation which differed for male and female viewers. (CB)

ED 252 292 PS 014 804

Williams, Carol W.
Black Perspectives on Child Abuse.
PUB DATE- Oct 84
NOTE- 28p.; Paper presented at the Annual Meeting of the National Black Child Development Institute (Chicago, IL, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; Black Family; *Child Abuse; *Child Neglect; Child Rearing; *Corporal Punishment; Cultural Context; Delinquency; Demography; Discipline; Family Life; Rating Scales; Sexual Abuse

Extending an earlier analysis by Giovannoni and Becerra (1979) that compared attitudes of Blacks, Hispanics, and Whites toward child abuse and neglect, this discussion provides an in-depth analysis of responses by Black parents. Vignettes describing situations of potential risk to children were rated by 129 Black respondents. The vignettes illustrated 13 categories: physical abuse, sexual abuse, emotional mistreatment, fostering delinquency, nutritional neglect, medical neglect, lack of supervision, drug/alcohol abuse, lack of cleanliness, educational neglect, problematic parental sexual mores, inadequate clothing, and inadequate housing. Findings were analyzed at both a categorical and individual vignette level. Results indicated that the categories of sexual abuse, fostering delinquency, and lack of supervision were ranked as the most serious. Intra-category item ratings indicated that the most serious scores were given to vignettes in which parents actively involved children in delinquent behavior, left children alone, exposed children to illegal drugs, and physically abused children in bizarre ways that presented a danger to the child. A clear distinction was made between physical abuse and reasonable corporal punishment. While some results can be interpreted in terms of research on Black culture, it is concluded that more needs to be known about normative childrearing and patterns of discipline in order to place the findings in a cultural context. (CB)

ED 252 349 RC 015 107

Weber, Bruce; Beck, Richard
Minimizing Public Costs of Residential Growth. Coping With Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-17
PUB DATE- Jun 84
NOTE- 7p.; For related documents, see ED 225 754-755 and RC 015 106-117.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Community Planning; Community Problems; *Coping; *Costs; Decision Making; Government Role; Housing Industry; Leaders Guides; Local Issues; Planned Communities; Policy Formation; *Population Growth; *Public Policy; Resource Materials; *Rural Areas; Rural Development
IDENTIFIERS- *Impact

Rapid residential growth in rural areas or on the fringes of urban areas brings both costs and benefits. Seven factors determine whether new homes and subdivisions generate more revenues than expenditures. Local governments can substantially influence four of these seven factors in order to reduce the public costs of residential growth. Less controllable factors include number of children in new homes, assessed value of new homes, and excess capacity in public facilities. The more controllable factors are the type and level of public services; location, density, and design of residential developments; subdivider-installed improvements; and connection and systems development charges. Communities can reduce public costs of residential development through municipal and county ordinances and planning. Local governments can influence the location of residential development in a community through comprehensive planning, zoning, capital improvement programming, and urban growth boundaries. However, policy decisions which reduce public costs of residential development directly and indirectly increase land and housing prices in the community, thus generating new taxable assessed valuation. This provides the community with the potential to increase property tax revenues without increasing tax rate. Therefore, in making choices about residential growth and local policies to influence growth, communities must balance these costs and benefits. (NQA)

ED 252 062 FL 014 714

Roemer, Danielle M.
Semantic and Syntactic Parallelism in Children's Storytelling.
Sociolinguistic Working Paper Number 102.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Discourse Analysis; *Narration; *Parallelism (Literary); Preschool Children; *Semantics; *Sentence Structure; Sociolinguistics; *Story Telling; *Syntax

Kindergarten-aged children's use of parallel constructions in their peer storytelling, while not common, reflect children's interest in the organizational principle of theme and variation. Semantic and syntactic parallelism represent two of many ways in which some youngsters employ theme and variation in their storytelling. The constructions give a sense of cohesiveness to narrative efforts and provide a mechanism for organizing descriptions of the fictive world. Semantic parallelism, the more common form, emphasizes cataloging skills. In these constructions the children hold constant the stated and then implied syntactic frame as well as the central idea of the meaning set, and variation develops as they consider the range of phenomena that can be appropriately described within that central idea. This cataloging gives narrators a resource for fleshing out their stories, augmenting the storyteller role. Audience members can capitalize on the central idea of a meaning set in attempting to co-narrate and to comment. In responding to audience contributions, narrators deal with the issues of speaking rights and the boundaries of the narrative itself. (Author/MSE)

ED 252 092 FL 014 779

Curriculum Guide for Vietnamese Language Arts. Elementary Levels A&B. Working Draft, T-3 = Tai-Lieu Huong-Dan Viet-Ngu. Trink-do A&B.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 77

NOTE- 195p.

LANGUAGE- Vietnamese

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; Curriculum Guides; *Educational Objectives; Elementary Education; Introductory Courses; *Language Arts; Limited English Speaking; Literature Appreciation; Reading Comprehension; Study Skills; *Vietnamese

A guide to assist teachers of Vietnamese language arts as the first language of students in the Chicago public schools' transitional bilingual education program follows objectives parallel to those set out for English language instruction, to provide education reflecting the students' cultural and linguistics skills. Lessons are presented as suggestions for teaching toward the stated objectives for word attack, comprehension, study skills, and literature at each of two elementary levels. Except for the preface, the text is entirely in Vietnamese, with some illustrations. (MSE)

ED 252 177 IR 011 434

Economic Development in Telecommunications, Computers, and Electronics: The Educational Component. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce, House of Representatives, Ninety-Eighth Congress, First Session, December 8, 1983. Serial No. 98-91.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 84
NOTE- 84p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economic Development; *Educational Needs; *Futures (of Society); Government Role; Hearings; Labor Force Development; Policy Formation; *Staff Development; *Technological Advancement; *Training; Training Methods
IDENTIFIERS- Congress 98th

This report on a hearing held in Denver, Colorado, focuses on the development and impact of the electronics, computer, and telecommunications industries on the United States economy and the role of the federal government in developing these industries, including the relationship between technology and educated individuals. An opening statement by Representative Timothy E. Wirth, Chairman of the Subcommittee, addresses the health and competitiveness of these industries. A statement by Tom Lindblom, vice president of Mountain Bell, includes a summary of major Mountain Bell training and development programs, a survey report entitled, "Non-traditional Approaches to the Training/Education Needs of Present and Future Mountain Bell Employees," and an article, "Looking Ahead in Continuing Training and Education," by W. J. Benham. Additional statments are included from Dale H. Hatfield, president, Hatfield Associates; Michael Hickey, president, Biox Technology, Inc.; Allen Meiklejohn, Colorado Senate Committee on Education; Don Weiderecht, Chairman, Colorado Advanced Technology Institute; A. Richard Seebass, Dean, Engineering and Applied Science, University of Colorado; Trenton Gary and John Pigler, on behalf of Communications Workers of America; and Michael Massarotti, Deputy Superintendent of Schools, Adams County District 50. (LMM)

Tessmer, Kathleen M.
Children Using Computers: What Are They Doing? What Are They Really Learning?
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classification; *Computer Assisted Instruction; *Computer Literacy; *Courseware; Elementary Secondary Education; *Microcomputers; Surveys; *Use Studies; Word Processing
IDENTIFIERS- *Computer Uses in Education; Instructional Effectiveness

This survey of the literature provides a review and synthesis of research findings and current thought on the use of microcomputers by school children. Modes of learning and taxonomies of learning are described, and the results of recent surveys indicating the number of computers in schools and the amount of access by students are reported. Possible types of use are explored, including computer literacy, programming, subject specific uses, word processing, and organizational/thinking skills. Levels of sophistication of computer programs used in education are described, and the "hidden curriculum" of computer use is discussed, including cooperative use, male/female differences, intuitive learning, and attitude toward "right answers." Structured use of courseware is compared with uses of computers that may stimulate creativity. Thirty-three references are listed. (Author/LMM)

ED 252 361 RC 015 119

Wandschneider, Philip; And Others
How a Community Decides to Issue Bonds. Municipal Bonds Series.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-62
PUB DATE- Dec 82
NOTE- 9p.; For related documents, see ED 227 977-979.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bond Issues; Community Attitudes; *Community Development; *Decision Making; Definitions; Economics; *Elections; Leaders Guides; Legal Responsibility; *Local Issues; Political Issues; Voting
IDENTIFIERS- *Municipal Bonds; *Small Towns; Washington

Intended for local municipal officials and their advisors on public finance issues, this publication describes the legal environment surrounding bonds and examines some of the factors affecting the political feasibility of bond issues. Four categories of state controls of municipal bonds are discussed: limits on the amount of debt municipalities may incur; restrictions on the amount of revenue that may be committed to service debt; requirements for voter approval; and constraints on the characteristics of the bond itself. The publication reports the results of a survey in which 215 mayors (78 responded) of Washington cities and towns with a population under 10,000 were asked to rank factors which influenced the council and the population to approve or not approve a bond proposal in the last 5 years. Research results suggest several concrete actions that proponents (or opponents) of bond issues might take, e.g., stress the project's necessity for community well-being; anticipate and counter the tendency to fiscal conservatism among voters and officials; seek times of economic prosperity or low bond interest rates to attempt capital projects; and be sure that the appropriate officials are informed about the procedures for issuing bonds. A glossary of nine terms concludes the publication. (NQA)

ED 252 015 EC 171 171

Arrain, Jean
The Impact of New Hampshire Guardianship Law on Other Disciplines.

PUB DATE- 28 May 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Court Litigation; Deinstitutionalization (of Disabled); Developmental Disabilities; *Disabilities; Interdisciplinary Approach; *Normalization (Handicapped); *State Legislation; Teamwork
IDENTIFIERS- *Guardianship; *New Hampshire

The effects of New Hampshire's guardianship law on other disciplines in dealings with disabled persons are examined. Transdisciplinary efforts to promote more normalizing methods of protection are noted, and the bias underlying many service systems (that disabled persons do not have a right to make wrong choices) is exposed. A multi-layered advocacy system is proposed, which spread across case management, physician, lawyer, service specialists, friends, educators, and therapists, promotes the rights of the impaired through shared perceptions and involvement. It offers protection, without stultifying growth. Among impacts noted are trends toward changing the requirements for annual bureaucratic physicals, increased cooperation among team members, increased emphasis by psychologists on functional abilities, and changes in attitudes toward risk taking and pursuit of less restrictive options. Recommendations address such areas as statewide training and dissipation of the myth that the severely impaired need total guardianship. (CL)

ED 252 135 HE 017 972

Raiola, Ed; Sugerman, Debbie
Internships: Experienced-Based Education and the Liberal Arts Curriculum.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *College Students; *Cooperative Education; Environmental Education; *Experiential Learning; Higher Education; *Internship Programs; *Liberal Arts; Outdoor Education; Small Colleges; *Student Experience

The use of undergraduate-level internships at Unity College in Maine is described. This small college emphasizes natural resource management and outdoor education. The college's Cooperative Education and Internship Program allows students to take up to 14 credit hours of internships. Freshman-level internships are of an exploratory nature designed for observation and basic participation in some type of professional activity. Several beginning students in the outdoor recreation degree program have completed two credit internships at the freshman level working in a group home for mentally retarded adults or in an emergency shelter for runaway youth. Internship experiences give students concrete experiences that they can relate to the classroom. Sophomore- and junior-level internships are designed for students to gain job skills, while a senior-level internship is designed to be a paraprofessional experience. To participate in an internship program, students go to their department or to the internship program coordinator. After finding a program of interest, students choose a faculty sponsor who will help in the design of the internship. Students are responsible for contacting the agency and setting goals. A student's proposal for an internship in marine education is appended, along with a list of benefits of internship experiences. (SW)

ED 252 236 IR 050 976

Hoffmann, Eliahu
Education in Technical, Non-Academic, Librarianship in Israel. The Course for Special Libraries-Level B.
PUB DATE- Sep 84
NOTE- 9p.; Paper presented at the FID/ET Pre-Congress Workshop (The Hague, Netherlands, September 17-20, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science; Course Content; Course Descriptions; *Curriculum Design; Foreign Countries; Higher Education; Information Centers; Information Systems; *Library Education; *Library Personnel; *Special Libraries
IDENTIFIERS- *Israel; *Scientific and Technical Information

This paper describes a series of courses in technical librarianship in Israel. Upon successful completion of these courses and the relevant examinations, students receive certification as non-academic librarians from the Israel Library Association's special educational committee. Two levels of courses are briefly described: Level A--the basic level--is intended to teach the rudiments of librarianship for beginners and consists of one course, uniform in structure and suitable for further education in all kinds of libraries; Level B courses are divided into two parts, public and school libraries, and special libraries. Information on qualifications for enrollment, duration of the course, subjects of instruction, and methods of instruction is supplied for both Course A and Course B. The remainder of the paper details Course B, Special Libraries, and includes information on the character, students, and contents of Course B. Revisions and modifications for Course B (to be implemented in the autumn of 1984) are described, including the introduction of modern methods of information handling and streamlining of the subject content. (THC)

ED 252 265 JC 850 032

Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: Options for the California Community Colleges. A Supplement to the Report from Phase III of the Commission's Response to Assembly Concurrent Resolution 81.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-83-13
PUB DATE- Mar 83
NOTE- 54p.; For the original report, see ED 231 436.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Fees; Financial Needs; *Financial Policy; Policy Formation; State Surveys; *Statewide Planning; *Student Costs; *Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *California

Designed to provide a technical context for discussions of student charges, student financial aid, and educational access in California's community colleges, this report presents three papers clarifying options related to student fees and financial aid. The first paper considers three questions related to charges in the California community colleges: (1) Who should be charged? (2) How should charges be structured? and (3) How should the level of charges be determined? For each question, a number of possible options and alternative structures are discussed. The second paper examines existing financial aid programs that may be necessary, given the imposition of a general student charge in the California community colleges. The final paper reviews policies and structures for student charges and student financial aid in community colleges in six states, and discusses differences among the states as they relate to possible options for California. The Board of Governors of the California Community Colleges' statement on contingency fees and the California Community Colleges Resolution on Matriculated Students are appended. (LAL)

ED 252 307 PS 014 831

Jorde, Paula

Transitions: The Influence of Parent's Attitudes and Behaviors on the Adjustment of Two Year Olds to a New School Experience.

PUB DATE- Mar 84
NOTE- 32p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Family Influence; Interviews; Measures (Individuals); *Mothers; *Parent Attitudes; Parent Child Relationship; Parent Teacher Cooperation; Preschool Education; Rating Scales; *Separation Anxiety; *Student Adjustment; *Toddlers
IDENTIFIERS- *Parent Behavior

The families of 10 children enrolled in a class for 2-year-olds at the Mills College Children's School participated in a study of parent attitudes about separation and parental behaviors that minimized separation anxiety and facilitated a smooth transition from home to school environments. The sample included nine mothers who were married and living with their husbands, and one single parent. Two instruments were employed to gather data: The Parent Questionnaire Interview form and the Child Classroom Adjustment Rating Form. Results suggested that separation anxiety is a complex phenomeon experienced by both parent and child. Overall, it was concluded that achieving a smooth transition depends on (1) the quality, consistency, and patterns of interaction between parent and child; and (2) the elements of program design, staff composition, and general feelings of acceptance conveyed to the child in the new setting. No easy formula exists for sorting out the many influential factors involved in this set of experiences. Any assertion that transition to nursery school encompasses a homogeneous set of experiences would be untenable. (RH)

ED 252 322 PS 014 862

A Hearing on Media Violence before the Subcommittee on Juvenile Justice, Committee on the Judiciary, United States Senate (October 25, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

PUB DATE- Oct 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aggression; *Antisocial Behavior; Children; *Childrens Television; Early Childhood Education; Hearings; *Social Responsibility; Television Research; *Television Viewing; *Violence
IDENTIFIERS- Television Criticism; Television Role

Included in this hearing is the testimony of researchers from governmental agencies and media organizations, representatives of scientific associations, scholars, early childhood educators, and television personalities concerning the effects of televised violence on the behavior of children, adolescents, and adults. Specifically, testimony focuses on (1) observations of the effects of televised violence in children's programs on children's play behaviors and the psychological process through which aggression is learned; (2) responsibility for dealing with televised violence and its effects; (3) behavioral and attitudinal influences of television (its possible antisocial effects) as indicated by a review of selected research studies; (4) the history of research on the relationship between media content and antisocial behavior, the strength of the effect of television's portrayals of violence on viewers, and television networks' internal program review procedures for maintaining appropriate standards of acceptability; (5) major research findings on the impact of televised violence and implications for public policy and audiovisual action; and (6) research indicating that watching televised fantasy violence may reduce real-world violence among male children. (RH)

ED 252 375 SE 045 286

Andersen, Charles J.
Plant Biology Personnel and Training at Doctorate-Granting Institutions. Higher Education Panel Report Number 62.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 84
NOTE- 50p.
CONTRACT- SRS-8117037
AVAILABLE FROM- Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Botany; *College Faculty; *College Science; *Financial Support; *Graduate Students; Graduate Study; Higher Education; *Intellectual Disciplines; Labor Needs; Labor Supply; Land Grant Universities; Postdoctoral Education; Private Colleges; Research; Science Education; Teacher Shortage
IDENTIFIERS- National Science Foundation

Planning major research programs requires accurate information about funding and personnel. Since reliable baseline data for plant biology have not been available, a study was conducted to provide such data by measuring the total plant biology effort at major doctorate-granting institutions with graduate programs in botany during fall 1982. Findings (which are national estimates based on responses from 143 of 165 major institutions) are presented in these categories: (1) research support; (2) faculty; (3) faculty vacancies; (4) postdoctorates; (5) graduate students (including women, minorities, and foreign students); (6) areas of concentration; (7) personnel supply and demand; (8) organization; (9) contrasts between land-grand and private institutions; (10) comparison of data at the 20 largest institutions; and (11) plant biology's representation in the life sciences. Among the findings are those indicating that molecular biology was the discipline most frequently cited as having a shortage of personnel, that ecology was the area of concentration that ranked highest for graduate study and faculty research, and that over 900 doctorates were awarded in academic year 1982-83. (Highlights of major findings, summary of methodology used, detailed statistical tables, copy of the survey instruments, and technical notes are included.) (JN)

ED 251 999 EC 171 153

Citron, Christiane
The Rights of Handicapped Students.
Education Commission of the States, Denver, Colo. Law and Education Center.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
REPORT NO.- LEC-2
PUB DATE- Sep 82
NOTE- 140p.
AVAILABLE FROM- Education Commission of States, Distribution Center, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Rights; *Court Litigation; *Disabilities; Elementary Secondary Education; Equal Education; *Federal Legislation; *State Legislation; Student Evaluation; Student Placement; *Student Rights

The monograph reviews legal principles derived from state and federal statutes, constitutions, and court cases (table listing over 350 cases is included) regarding the education of handicapped children. Following an executive summary, an introduction explains the scope of the booklet and lists the major sources of the rights of handicapped students. In subsequent sections, the following topics are addressed: substantative rights (federal constitutional sources, a free appropriate public education, individualized education programs, related services, the least restrictive environment, costs, sports, and access); procedural rights (informal dispute resolution, prior notice, evaluation procedure, and special considerations in discipline); and remedies (fund withholding, individual lawsuits). A concluding chapter summarizes common themes in special education laws, briefly recounts the impact of P.L. 94-142 on state governments, and notes the existence of state special education statutes as alternative legal sources of education rights for handicapped children. (Concluding the document are 448 footnotes, most of which reference either specific legislation or court litigation and tables showing the education clauses in state constitutions, state constitutional providions for equal treatment, right to an appropriate education under state statutes, and a comparison of state special education statutes. (CL)

ED 252 032 EC 171 189

Correia, Louise M.; Sobsey, Dick

Assessing Communication and Precommunication Skills in Clients with Severe and Multiple Handicaps.

PUB DATE- May 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Disorders; Evaluation Methods; *Language Tests; *Multiple Disabilities; *Severe Disabilities; *Student Evaluation

The paper notes the difficulties with most formal tests of language skills when applied to the assessment of communication and precommunication skills in individuals with severe and multiple handicaps. General principles for assessment and a flexible assessment device are summarized. The Functional Communication Assessment is offered as a basic structure for a more flexible evaluation process. The instrument provides a catalog of basic questions and data sources to be considered in each evaluation. Information collected then provides the basis for specific recommendations or program development. The eight parts of the assessment are described: (1) basic identification and purpose, (2) client background information, (3) information from significant others in the client's major environment, (4) client's communication behavior in the natural environments, (5) elicitation of communication behavior, (6) descriptions of client's physical summary and recommendations, and (8) equipment needs associated with recommendations. A copy of the assessment instrument is appended. (CL)

ED 252 077 FL 014 735

Chun, Dorothy M.
Intonation: An Essential Tool in Interactive Discourse.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Association of Teachers of German (Chicago, IL, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Coherence; *Communicative Competence (Languages); German; *Intonation; Language Research; *Second Language Instruction

Recent linguistic research has focused on the actual uses or functions of language. Parallel to the development of discourse analysis, traditional language learning and teaching philosophies and methodologies have been supplemented or replaced by functional approaches, focusing on developing communicative competence, beyond strictly grammatical abilities. In the context of this relatively recent emphasis, intonation emerges as a fundamental component of the communicative process. The communicative value of a sentence cannot be determined from isolated utterances; the interpretation of its value is dependent on the interactive function of the utterance within the given discourse. Intonation is used to signal such discursal information as the speaker's awareness of knowledge shared with the listener. Integrating intonation into language instruction requires first examining the types of classroom discourse. Student and teacher utterances are restricted to certain types, and although students hear grammatically correct utterances, there is little genuine discourse with appropriate intonational patterns. The first priority in restructuring curricula to facilitate acquisition of interactive skills and intonational competence is to devise discourse situations accurately reflecting real or natural communication. Intonation should be treated not as a function of attitude or grammar but of discourse by providing systematic contrastive uses of intonation in various types of discourse situations that can be practiced, with tape recordings or computerized illustration. (ME)

Cardozier, V. R.
The Upper Level College Revisited. Higher Education Series, Topical Paper 8401.
Texas Univ., Austin. Dept. of Educational Administration.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *College Choice; *College Curriculum; College Transfer Students; Enrollment Trends; Extracurricular Activities; Geographic Location; Higher Education; *Prerequisites; School Location; State Universities; *Upper Division Colleges

The concept and history of upper-level colleges, which offer junior and senior years of study leading to bachelor's degrees, are reviewed. Most of the colleges have offered master's degree programs in addition to junior- and senior-level studies. Planners intended that most of the upper-level colleges be placed in geographical areas where no public baccalaureate institutions existed, but where junior colleges were present. By spring 1983, there was a high level of disenchantment with this type of college. Problems concerned enrollments, transfer courses, curriculum planning, degree programs, student life activities, and community service courses. Enrollments in these colleges fell far short of expectations, and the lack of freshman and sophomore courses posed difficulties for many transfer students. Upper-level colleges concentrated the student's study on the major program rather than general education courses. Some requirements at the upper-level colleges are restrictive to many adult students, and these colleges tend to lack student life activities. There is also a tendency for the brightest high school graduates to go away to college rather than attend the nearby upper-level college. Information on specific upper-level institutions is included. (SW)

ED 252 193 IR 011 454

Baumgarte, Roger

Computer Anxiety and Instruction.

PUB DATE- 84
NOTE- 6p.; Paper presented at the Spring Meeting of the Southeastern Psychological Association (30th, Atlanta, GA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Automation; *Computer Literacy; *Computers; Fear; *Locus of Control; Student Educational Objectives; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Computer Anxiety; Computer Uses in Education

While the computer is commonly viewed as a tool for simplifying and enriching lives, many individuals react to this technology with feelings of anxiety, paranoia, and alienation. These reactions may have potentially serious career and educational consequences. Fear of computers reflects a generalized fear of current technology and is most prevalent in already-anxious individuals who are forced to deal with computers, especially in subordinate roles. External locus of control has also been identified as a predictor of computer anxiety. Teaching strategies relevant to alleviating students' computer anxiety might include the following: explanation of the logistics and functions of computer components; teaching the function of computers by using a set of rules; using several strategies to lower students' frustration levels; having the beginner adopt a computer mentality, in which orderliness, sequencing, and attention to detail are paramount to successful human/computer interactions; and insuring that early assignments incorporate tasks that are relevant to students' educational goals. Seventeen references are listed. (LMM)

ED 252 208 IR 050 945

Potter, William Gray
Online Catalogs in ARL Libraries. SPEC Kit 96.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 83
NOTE- 106p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($15.00 per kit; $7.50 per kit for members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Catalogs; *Library Planning; Library Surveys; Position Papers; *Research Libraries
IDENTIFIERS- *Online Catalogs

To check on the status of online cataloging developments in Association of Research Libraries (ARL) member institutions in 1983, a brief questionnaire was sent to ARL libraries that had indicated or reported some progress toward an online catalog. The sample was not intended to be representative of all ARL libraries, and it did not necessarily involve all members developing online catalogs. Of the 29 ARL libraries surveyed, 20 returned the questionnaire and indicated they had taken some steps toward developing an online catalog. The Systems and Procedures Exchange Center (SPEC) kit on online catalogs in ARL libraries comprises: (1) a chart of the survey results; (2) "Library Operational Requirements: The Online Public Access Catalog, March 1983" (University of Minnesota); (3) "An Overview of the Prototype of the TRLN Bibliographic Information System, March 1983" (Triangle Research Library Network); (4) "The Pennsylvania State University Library Information Access System, February 1983" (Pennsylvania State University); (5) "Integrating Authority Control in an Online Catalog, February 1983" (Ohio State University); (6) "An Online Catalog for Dartmouth College Library: The Experiment Continues" (Dartmouth College); and (7) "The Used and the User: The Online Catalog at Virginia Tech, January 1983" (Virginia Polytechnic Institute). The concise summary that introduces the kit defines an online automated library system for the purposes of this study, breaks the development of an online catalog into four stages, and briefly discusses trends and issues. An evaluation form for this SPEC kit is included. (THC)

ED 252 251 JC 840 628

Hauver, Raymond L.
Student Needs Assessment, 1983.
Saint Louis Community Coll. at Forest Park, MO. Div. of Counseling.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Counseling Services; *Educational Needs; Needs Assessment; Questionnaires; School Surveys; *Student Needs; Two Year Colleges; *Two Year College Students

During fall 1983, a needs assessment survey was administered to 928 students enrolled in entry-level English courses at St. Louis Community College at Forest Park. The survey sought information on students' career, academic, and personal-social needs. Study findings included the following: (1) at least 64% of the students expressed a moderate or major need for career exploration; knowledge of abilities and interests, and strengths and weaknesses; job search skills; and goal assessment; (2) 53.5% of the respondents had moderate to major needs in the areas of understanding achievement level, selection of courses, knowledge of graduation requirements, more effective study methods, increasing reading speed and comprehension level, and accessing college transfer information; (3) 66.9% of the respondents indicated that they had minor needs or no needs in the personal-social area; and (4) comparisons with results of previous needs assessments indicated a consistency of findings for 1981 through 1984. The survey instrument and detailed study results are appended. (LAL)

ED 252 336 RC 015 082

Edeburn, Carl E.; Jacobi, Carolyn

Computer Assisted Instruction for Native American Students.

PUB DATE- 4 Oct 84
NOTE- 16p.; Paper presented at the Annual Northern Rocky Mountain Educational Research Association Meeting (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Computer Assisted Instruction; Elementary Education; *Limited English Speaking; *Program Evaluation; *Reading Achievement; *Student Evaluation; *Student Improvement
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Lakota (Tribe); Normal Curve Equivalent Scores; South Dakota (Rapid City)

Evaluation at the end of the first year of a 3-year project to use microcomputers to improve the reading and language skills of Limited English Proficient (LEP) Native American students revealed that the major objective was not reached, but there were achievements nonetheless. Lakota (Sioux) children constitute 10% of the Rapid City, South Dakota school population; the project focused on two elementary schools with the highest numbers of Lakota children. In these two schools, 79% of the Lakota students (grades 3-6) were found to be LEP. According to the project's objectives, at the end of the first year 75% of the students would gain a minimum of 3 Normal Curve Equivalents (NCEs) as measured by pre- and post-testing with the Comprehensive Tests of Basic Skills (CTBS). Composite reading scores (N=72) were enhanced at both schools; although the 75% objective was not realized, 59.8% of School A participants and 55.3% of School B participants met the established criterion level. About one-third of the students doubled the established minimum and achieved an NCE growth of 6.0 or greater. Four students in each school raised their scores by 20 NCEs or more. Poor record keeping hampered comparative evaluation of computer assisted instruction processes. (BRR)

ED 252 390 SE 045 309

Symington, David; And Others

Primary School Pupils' Ideas about Rocks. Learning in Science Project (Primary). Working Paper No. 107.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Aug 82
NOTE- 22p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; *Geology; Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Rocks; Science Education Research

The Learning in Science Project (Primary)--LISP(P)--investigated the questions and explanations primary children have about rocks. Data were collected during teaching sessions from New Zealand students (ages 8-11) and Australian students (ages 10-11). The teaching sessions required the teacher to create a situation in which children generated some questions about rocks. Students were then invited, either individually or in small groups, to offer possible answers to these questions. Additional data were collected during individual interviews. The majority of questions raised by students focused on the formation, composition, location, color, and durability of rocks. Specific questions generated and some of the explanations offered for each of these question areas are presented and analyzed. Additional analyses related to children's thinking revealed that their explanations can be categorized into looking for likenesses, linking different observations together, or using general ideas; the use of abstractions, however, was not noted. Possible sources of students' ideas about rocks (including their experiences with rocks, particle aggregation, and volcanoes) and implications for classroom practice are also considered.

Stressing the importance of students' special language (and confusion surrounding the term "rock"), it is suggested that teachers use the term "rock" to refer to a material rather than an object. (JN)

ED 252 048 EC 171 305

Bilotti, Gene
Getting Children Home: Hospital to Community. Workbook Series for Providing Services to Children with Handicaps and Their Families.
Georgetown Univ. Child Development Center, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 84
NOTE- 33p.; For related documents, see EC 171 306-308.
GRANT- DHHS-PHS-MCJ-113368-01-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; Diseases; Hospitalized Children; Interdisciplinary Approach; Medical Services; Models; Parent Role; Physicians; Program Development; *Severe Disabilities; Special Health Problems; *Transitional Programs

The workbook presents a model of care for children with severe medical involvement that features the professional care manager. Three phases in planning for home/community discharge are identified: identification of the candidate for in-home care; identification of specific objectives, service providers, funding sources, etc.; and full implementation of the home care plan. Roles of the parents, primary physician, care manager, interdisciplinary team, and community support services personnel in the transition from hospital to home are examined. A section on planning for discharge and home covers the discharge plan and the home care plan, and includes sample checklists for determining the home's physical facility standards. The final section addresses the organizational system of community resources. (CL)

ED 252 093 FL 014 782

Mathematics Curriculum Guide for Serbocroatian-Speaking Students, Levels A, B, C, Field Test. Working Draft = Uputstvo Za Planiranje Nastave Matematike Za Ucenike koji Govore Srpskohrvatski Jezik, Stepeni A, B, C.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78
NOTE- 202p.
LANGUAGE- Serbocroatian
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Mathematics; *Geometry; Introductory Courses; Limited English Speaking; Mathematical Concepts; *Mathematics Instruction; *Measurement; *Number Systems; Serbocroatian; Vocabulary
IDENTIFIERS- *Croatian Americans; *Serbian Americans

The introductory level curriculum guide for bilingual education for Serbocroatian-speaking children in the Chicago public schools is divided into three difficulty levels and is designed to facilitate acquisition of mathematical concepts by presenting them in the children's native language. At each level, the concepts covered include the meaning of numbers, operations with whole numbers, rational numbers, measurement, and geometry. A vocabulary list, a list of educational objectives for these three levels and the three subsequent levels, and a bibliography are also included. Except for the preface, vocabulary list, and bibliography, the text is entirely in Serbocroatian, with illustrations. (MSE)

ED 252 279 PS 014 723

Bailey, William T.

Father's Involvement and Affect to Infant: "More" May Not Be "Better."

PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Diaries; Family Life; *Fathers; Naturalistic Observation; *Parent Attitudes; *Parent Child Relationship; *Parent Participation; Parent Role; Questionnaires

Both the popular and professional literatures commonly suggest that the more involvement by fathers in their infants' routine care the better. However, empirical support for this position is far from conclusive. Although several researchers have reported a positive relationship between father involvement and father-infant relations, others have failed to find such a connection. In this study, fathers' responsiveness to their infants in a structured living room setting was related to their involvement in child care activities. Thirty middle class, white families with an infant (mean age 13 months) participated. Fathers' involvement was measured by a questionnaire and a 24-hour "Baby's Day Diary," which families kept for 7 days. Responsiveness was measured as the percent of the baby's social elicitations to which the father responded. A significant negative relationship was found between the fathers' responsiveness and involvement in infant care. An even stronger negative relationship was found for responsiveness to baby's proximal behaviors (e.g., the baby goes to father). These findings were tentatively interpreted as resulting from fathers' negative feelings about their involvement, which may result in role conflict. Analogous findings from related research are reviewed. (Author/CB)

ED 252 063 FL 014 715

Urban, Greg

The Semiotics of Two Speech Styles in Shokleng. Sociolinguistic Working Paper Number 103.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 82

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- American Indian Languages; *American Indians; Discourse Analysis; Expressive Language; *Language Styles; Latin Americans; *Semiotics; Sociolinguistics; *Story Telling

IDENTIFIERS- *Brazil; *Shokleng

Two speech styles, origin-myth telling and ritual wailing, found among the Shokleng Indians of south Brazil are analyzed from the perspective of two specific functions of speech style: (1) for indexing or highlighting the subject matter in certain contexts, and (2) for relating the contexts and subject matters to other contexts and subject matters based the iconicity of its signals (pronunciation differences, distinct intonational patterns, etc.) with other linguistic and nonlinguistic signals employed in the culture. It is argued that there are certain formal-functional regularities in the relation between the special speech style and the everyday code, characterized as expressive restriction and formal amplification, and that the Shokleng speech styles use pragmatic (nonsemantic) features, taking the marked value of some pragmatic variable in everyday code and fixing it in the speech style. Formal amplification, an alternative form of marking, is found in the alternating use of semantically equivalent forms. The indexing function of the speech styles, which is stated as a hypothesis about the Shokleng styles, is seen to have a more general relevance in that speech styles tend to occur in connection with contexts or subject matters that are areas of cultural emphasis. The second speech style function considered, the iconic function, works both to lead to meanings in various directions and to pull together or bring into focus those diverse regions of the system to which it leads. (MSE)

ED 252 108 HE 017 809

Report on Physician Manpower in Ohio: Requirements, Supply and Cost.
Ohio Board of Regents, Columbus.
PUB DATE- 15 Jul 83
NOTE- 65p.; For related document, see HE 017 810.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Costs; *Employment Opportunities; *Enrollment Trends; Geographic Distribution; Graduate Medical Education; Higher Education; *Labor Market; Labor Supply; *Medical Education; Occupational Mobility; Occupational Surveys; *Physicians; Primary Health Care; Relocation; State Surveys; Statewide Planning
IDENTIFIERS- *Ohio

Physician employment needs in Ohio were reviewed, with attention to supply and demand, medical school enrollments, and attendant costs. The major focus was to develop an information system and methodology that would support planning for medical school education. Specific concerns were: (1) whether physician production in Ohio's medical schools and residency programs are meeting the need for physicians in the State; (2) whether the decline in the 18- to 22-year-old population will affect the number of qualified in-state applicants; (3) whether there is evidence that a continued large output of physicians will resolve the state's maldistribution of primary care physicians, and (4) whether the overproduction of physicians increases or decreases health care cost. Data were obtained on the number of licensed physicians living in Ohio, arrayed by age, practice specialty, county, and for selected counties, by zip codes. Primary care physician-to-population ratios were used to assess the presence of underserved counties. The numbers of physicians needed in Ohio by 1990 and 2000 were projected. To assess current and future physician supply, calculations were made of medical school enrollments, residencies, and in-migration of foreign and out-of-state physicians. The cost of medical education and the cost of physician oversupply were also assessed. (SW)

ED 252 150 HE 018 010

Simpson, William A.
Building an Institutional Costing Model.
PUB DATE- Jan 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; College Instruction; *Cost Estimates; Decision Making; Educational Finance; *Evaluation Methods; *Expenditures; Faculty Workload; Higher Education; Institutional Research; *Models; *Program Costs; Research Projects; Statistical Analysis; *Systems Approach; Unit Costs
IDENTIFIERS- *College Costs

A procedure for developing a costing model is described. Limitations of a cost analysis are also reviewed, with attention to the problems of handling joint products, obtaining accurate faculty effort data, measuring educational outputs, and calculating marginal costs. A researcher charged with developing a costing model is faced with the task of developing the methodology leading to the cost model. The researcher must also decide what type of analysis should be done and how the results should be displayed.

The cost model should include the following seven steps: determining how the decision-makers intend to use the cost data, defining the costs to be considered, deciding how to measure the costs, determining the cost objectives, deciding how to assign costs to the cost objectives, deciding what analyses are to be performed upon the cost data, and determining the display formats. To aid the researcher, outlines are presented of the costing options, including: 15 uses of cost data; different types of costs (e.g., direct costs, marginal costs); ways to measure instruction and program costs, cost objectives, methods of assigning costs to cost objectives, and analysis options. (SW)

ED 252 164 HE 018 039

Kochenour, Edith O.; And Others
The Learning Center as Consultant to the Academic Community.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Change Strategies; College Students; Consultants; *Consultation Programs; Educational Change; Educational Needs; Higher Education; *Intervention; *Learning; Models; Needs Assessment; Problem Solving; Program Implementation; *Resource Centers

Rationales for the college learning center to provide consulting services are considered, along with the literature on learning centers as consultants to the university community. Attention is directed to an actual consultation intervention, in which the learning center at the University of Utah worked with the coordinator and teaching assistant staff of an introductory psychology course. In addition, a consultation model and information on its application are presented. The learning center consultant is a specialized professional, who has expertise in areas such as how students learn, skills that can enhance student learning, and assessment of underachieving students. Potential consultees are from academic departments, college administration, student groups, and other student service agencies. At the University of Utah, the coordinator for the introductory psychology course sought consultation because of the high number of poorly-performing students. The consultation resulted in two interventions consisting of changes in course structure and administration and a direct service presentation to the class. The effect of the changes on student grades was assessed. The consultation model divides the consultation into 12 stages, including initiation/entry, early contract, system overview, assessment, and problem formulation. (SW)

ED 252 222 IR 050 961

Library Skills Curriculum Activities/Objectives, K-12.

Maine Educational Media Association, Old Town.

PUB DATE- 84
NOTE- 18p.; Best copy available. Prepared by the MEMA Library Skills Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Learning Resources Centers; Library Equipment; Library Facilities; *Library Instruction; *Library Materials; *Library Skills; Media Specialists; Public School Teachers; *School Libraries
IDENTIFIERS- Maine

This document presents a list of general skills for a school library skills curriculum. It is recommended that the skills be adapted for individual schools, age groups, and skill levels as are deemed appropriate by teachers and media personnel when planning and instituting a library skills curriculum. Skills and activities/objectives are reported for each of four major grade level divisions: kindergarten-grade 3, grades 4-6, grades 7-9, and grades 10-12. Within each of the first three grade level divisions, general activity suggestions are made in each of the following skills areas: library use; resources; selection; research and communication; interpretation, comprehension, and evaluation; and life-skills. For grades 10-12 activity suggestions are made for selection, research and communication, and life-skills. Appendices comprise an annotated bibliography and two sample interdisciplinary teaching units: "Producing a Videotaped Presentation" (Sandra Fowler, James H. Bean School) and "Contemporary World Issues" (Doris V. Chapman, Deering High School). (THC)

ED 252 237 IR 050 977

Sautter, Roberta; Shea, Margaret

Disaster Planning and Recovery for Archival Materials in Rhode Island.

Brown Univ., Providence, R.I.; Rhode Island Dept. of State Library Services, Providence.

PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Academic Libraries; *Archives; Check Lists; *Emergency Programs; Government Libraries; Guidelines; *Library Materials;

*Library Planning; Natural Disasters; Public Libraries
IDENTIFIERS- *Disaster Planning; Government Records; Historical Materials; *Rhode Island

This plan was developed to prevent any unnecessary loss of Rhode Island's library resources in the event of a disaster. Representatives from public, academic, and special libraries, town clerks' offices, and historical societies formed the Rhode Island Disaster Information Task Force, which collected materials from a wide range of institutions. These materials served as a starting point for this plan, which, therefore, reflects the needs of a range of record repositories. (The plan deals only with the protection of materials, not with the safety of personnel.) The plan comprises: (1) Suggested Procedures for Disaster Recovery; (2) Suggested Duties of the Disaster Control Team; (3) Supplies Needed for a Disaster Kit; (4) Information Needed for Disaster Planning; (5) Guidelines for Setting Salvage Priorities; (6) Bibliographic and Acquisitions Tools for Salvage Assessment; (7) Setting Up the Salvage Operation; (8) Milk Crate Code Numbering; (9) the Request for Salvage Aid Form; and (10) the Salvage Evaluation Form. Institutions adopting the plan are encouraged to modify the materials to fit their unique situations. (THC)

ED 252 293 PS 014 805

Ranzoni, Patricia Smith

Making and Managing Places for Parents in Schools/Centers for Young Children: A Planning and Evaluation Guide.

PUB DATE- 84
NOTE- 14p.; This paper was the basis for the article "Places for Parents: Providing for Mothers and Fathers in Child Care Settings," which appeared in "Beginnings: The Magazine for Teachers of Young Children," Fall 1984, pp. 6-9.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Nursery Schools; Parent Materials; *Parent Participation; Parent Teacher Cooperation; *Physical Environment; School Space; *Space Utilization

It is not enough to encourage parents to be involved in schools and centers for young children through the usual spoken and written ways. By providing places for parents, schools and centers can extend invitations and dramatically demonstrate their expectations.

Providing a welcoming entryway that allows three-way observation among parents, children, and staff is especially important in difficult circumstances (i.e., when either parents or staff suspect maltreatment of children or when the purpose of a child's enrollment includes therapeutic goals). The entryway (or another space if the entryway is not suitable) may become a sharing space for parents if it contains a bulletin board and books and brochures at adult height. Other physical arrangements to include parents might be a chalkboard with daily announcements outside the classroom door, family photos by each child's cubby, a bench in the outside area, or tea and coffee available in the kitchen area. Parents can also be involved in the center or school through activities during regular hours or at meetings. (A final checklist summarizes main points in this discussion and can be used by staff and parents in assessing the need for and quality of parent places in schools and centers for young children). (CB)

ED 252 016 EC 171 172

Black, Maureen M.; And Others

The Coming of Age of Mentally Retarded Adults: An Emerging Crisis.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.
PUB DATE- May 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984). Grant provided by the Mental Retardation Developmental Disabilities Administration of the Deptartment of Health and Mental Hygiene.
GRANT- DHHS-90DJ0017
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Demography; *Family Characteristics; Institutionalized Persons; *Mental Retardation; Older Adults; Prevention; *Stress Variables
IDENTIFIERS- Adult Children

The paper describes a state survey to identify mentally retarded adults most in need of services to diminish the risk of institutionalization. The surveys examined nine areas, including medical condition and needs, self-care skills, adaptive and independence skills, maladaptive behaviors, and stresses and demands on the caregiver. Among results were that 70% of the adults were under age 30, more than 75% were women, 33% of all caregivers were over the age of 60 with almost half the families reporting a variety of problematic situations. Additional findings revealed that almost 30% of the adults were in the severe or profound range of mental retardation; that the adults varied from extreme dependence in self-care to high levels of competence; and that maladaptive behavior was not an overwhelming problem. Demographic varibles associated with families expressing urgency for residential placement included reports of more stressful personal situations including financial problems, responsibilities for child care or care of an elderly family member, serious health problems, and personal problems. (CL)

ED 252 033 EC 171 190

Horn, Wade F.; And Others

An Evaluation of a Multi-method Treatment Approach with Hyperactive Children.

PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Elementary Education; Generalization; *Hyperactivity; *Parent Education; *Program Effectiveness; *Self Control

The study investigated the potential additive effects of instruction in self-control strategies and behavioral parent training with 24 hyperactive children (7-11 years old) and their parents. It was hypothesized that the combination of treatments would provide maximum benefits by altering those contingencies in the home environment maintaining maladaptive behavior patterns while also helping the child develop specific adaptive behavioral skills and facilitating the development of internal attributions of causality regarding behavior change, making generalization and maintenance of treatment effects more likely. A randomized, experimental group design with repeated measures was employed comparing behavioral parent training alone, self-control instruction alone, and a combination. A multi-method strategy for assessing treatment outcome was employed, including child self-report measures, parent and teacher rating scales, and direct observations of each child's behavior in the classroom. Results failed to confirm the hypothesis of significant additive effects of the two treatments. Although all groups showed significant improvement over time, there was a greater decrease in problem behaviors reported by mothers of the self-control group alone, compared to the other two approaches. In addition, although there was significant maintenance of treatment effects at 1 month followup, there was no evidence for generalization of treatment effects to the classroom. (Author/CL)

Travaglini, Joseph

Instructional Delivery in a Prison Education Program.

PUB DATE- Nov 84
NOTE- 15p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Bachelors Degrees; *Correctional Education; Degree Requirements; Distance Education; Higher Education; Independent Study; Lecture Method; *Nontraditional Students; *Prisoners; *Prison Libraries; Program Descriptions; *Teaching Methods
IDENTIFIERS- *Central Michigan University

A prison education program that provides inmates the opportunity to complete the requirements for a bachelor's degree at Central Michigan University is described. Since 1976, more than 100 incarcerated students have enrolled, and nearly 40 have graduated with a bachelor of science degree. Students may major in either management and supervision, or community service. The prison education program provides the upper-divisional requirements for a degree; a community college has been offering an on-site associate degree program. Students fulfill at least the 30 credit "residency" through university classes taken at the reformatory or by independent study. In addition to six courses taught at the prison by university faculty members, programmed self-instructional packages are available. Many of the packages involve use of audiocassette taped lectures. The subject matter specialist, usually an instructor on campus who teaches the course, is available by telephone for assistance. Eight years of experience with the program has demonstrated that classroom instruction is most preferred and successful in terms of student completion. Information is included on: conditions affecting program operations, credit for experiential learning, academic advisement, library services, and employment assistance. (SW)

ED 252 178 IR 011 436

Couch, Richard W.
Individualized Instruction: A Review of Audio-Tutorial Instruction, Guided Design, the Personalized System of Instruction, and Individualized Lecture Classes.
PUB DATE- 83
NOTE- 80p.; Ph.D. Dissertation, University of Kansas.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Audiovisual Aids; Comparative Analysis; Grading; Higher Education; *Individualized Instruction; Instructional Materials; *Lecture Method; *Mastery Learning; Objectives; Pacing; *Program Effectiveness; *Teaching Methods
IDENTIFIERS- Audio Tutorial Instruction; Guided Design; Personalized System of Instruction

Four methods of individualized instruction are described and introduced, and their similarities and differences are reviewed in terms of effectiveness, grading, lectures, mastery, pacing, theoretical base, and unit size. The methods described are (1) audio-tutorial, developed by S. N. Postlethwait, an instructional system that allows students to use a study carrel and proceed at their own pace using a variety of educational devices; (2) guided design, developed by Charles E. Wales and Robert Stager to teach problem-solving skills in undergraduate engineering courses, an approach that relates objectives to specific activities through single-answer and open-ended problems; (3) a personalized system of instruction, developed by Fred S. Keller, J. G. Sherman, Rodolfo Azzi, and Carolina Martuscelli Bori to teach psychology, a method that used a teaching system based on operant psychology; and (4) individualized lecture classes, initially originated at Western Michigan University by Jack Michael, which typically include study objectives, unit assignments, frequent quizzing, scheduled lectures and quizzes, and some remediation procedures. A comparative matrix, 13 reference notes, and an 8-page reference list are included. (LMM)

ED 252 252 JC 850 004

Nakamura, Caroline; And Others
Write to Learn: Writing-Across-the-Curriculum at Kapiolani Community College. A Panel Presentation.

PUB DATE- Nov 84
NOTE- 14p.; Papers presented at the Pacific Western Division Conference of the Community College Humanities Association (San Diego, CA, November 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Community Colleges; *Content Area Writing; Curriculum Design; *Interdisciplinary Approach; Program Descriptions; Program Development; Two Year Colleges; *Writing Instruction; *Writing Processes
IDENTIFIERS- *University of Hawaii Kapiolani Community College; *Writing Across the Curriculum

Three contributions to a panel discussion on writing-across-the-curriculum at Kapiolani Community College (KCC) are presented. First, "Why Writing-Across-the-Curriculum: Background and Context," by Caroline Nakamura, reviews programs offered across the country, discusses the need for such programs given the decline in students' writing ability, and highlights the relevance of writing-across-the-curriculum approaches given recent findings on the nature and function of writing. Next, "Writing-Across-the-Curriculum at KCC: A Case Study," by Robert Fearrien, traces the history of the college's writing program and examines the assumptions and procedures that guided the development of the project. Finally, "Designing a Writing-Across-the-Curriculum Program: The Contagion Model," by Sheldon Hershinow, offers guidelines for curriculum development based on the assumptions that writing is a continuous and inescapable part of every student's career, that it is a complex activity that requires continual practice, and that its presence is necessary in every sphere of the curriculum, since writing is a fundamental mode of learning and discovery. Hershinow also underscores the importance of an interested faculty, a freshman writing program, and a committed program coordinator. (HB)

ED 252 266 JC 850 033

Vaughan, Jerry L.

The Gulf Coast Future Issues Council, Inc. Summary Report, June 1, 1984 to November 30, 1984.

Gulf Coast Future Issues Council, Inc., Texas City, TX.
PUB DATE- 5 Dec 84
NOTE- 110p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; Community Attitudes; Community Characteristics; *Community Development; *Community Organizations; Community Planning; Community Surveys; *Futures (of Society); *Nonprofit Organizations; Nonschool Educational Programs; Postsecondary Education; *Quality of Life; Questionnaires; Research Projects; School Community Relationship; Trend Analysis

Focusing on the period from June, 1984 through November, 1984, this report summarizes the activities of the Gulf Coast Future Issues Council (GCFIC), a non-profit corporation organized as a coordination center of community research, forecasting, trend analysis, and educational activities. After introductory material that highlights the role of the GCFIC in examining issues likely to affect the Gulf Coast area and in helping to increase community awareness of modern trends, the report discusses the computing capacity of the GCFIC and its cooperative arrangements with local educational institutions. Next, the report discusses the Council's role in the Texas Cities Analysis and Planning Project (TCAP), a household survey conducted to assess the quality of various aspects of life in five cities. (The survey focused on community characteristics and residents' evaluation of community planning and development, human relations and cultural enrichment; economic and industrial development; physical environment; community facilities/services; beneficial projects and influential organizations and persons.) Following a discussion of other GCFIC activities, such as the development of a network of volunteer "futures researchers," the report describes how the GCFIC works and summarizes its major accomplishments. The bulk of the report presents detailed results of the TCAP survey for the cities of Santa Fe, Hitchcock, Dickinson, Lamarque, and Texas City. (HB)

ED 252 308 PS 014 832

Families and Child Care: Improving the Options. A Report by the Select Committee on Children, Youth, and Families. U.S. House of Representatives, Ninety-Eighth Congress, Second Session, with Additional Views.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

REPORT NO.- House-R-98-1180
PUB DATE- 85
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Child Abuse; Child Caregivers; *Day Care; Day Care Centers; Demography; Employed Women; Employer Supported Day Care; Employment Practices; *Federal Legislation; *Federal Programs; Hearings; *Infants; Information Services; Nursery Schools; One Parent Family; Outcomes of Education; Parent Participation; *Preschool Children; Public Schools; *School Age Day Care; State Government; Tax Credits; Tax Deductions; Teacher Certification; Teacher Education
IDENTIFIERS- Congress 98th; Maternity Benefits

The culmination of a year-long bipartisan national initiative on child care policy, this committee report makes specific policy recommendations for the federal government based on hearings held in 3 cities and receiving the testimony of 160 witnesses from 22 states. An introduction summarizes demographic trends and present policies regarding child care, and gives examples of child care initiatives. Recommendations for Congress include revising current income tax credits and exemptions; improving current training and licensing requirements for child care providers; improving leave and personnel policies of private employers; restoring funds to child care services; developing incentives for private employers to expand child care options; and encouraging the use of public schools for preschool and school-age day care. The major part of the report details the committee's findings. Part one describes the need for child care for infants, preschool children, school-age children, and children with special needs. Part two describes the current child care effort of the private sector and of local, state, and federal governments. Part three considers important issues in protecting children in out-of-home care, such as caregiver training and certification, disease prevention, child abuse, and parental involvement. Part four includes six appendices giving statistics on child care and listing organizations that helped the committee, 1983-84 hearings and facility site visits, hearing witnesses, and references. Additional views of some committee members are also included. (CB)

ED 252 323 PS 014 870

Mullen, Gail S.

Acquisition of Piagetian Concepts among Micronesian Children.

PUB DATE- 82
NOTE- 9p.; Paper presented at the International Congress on Mathematics Education V (Adelaide, Australia).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Children; *Cognitive Development; *Conservation (Concept)
IDENTIFIERS- *Centration; *Concept Acquisition; Micronesia; Pacific Trust Territory; Piagetian Reversibility; Piagetian Tasks; Piagetian Theory

Micronesian children residing on Truk and Kosrae were examined for performance on eight conservation tasks and on one task each of centration and reversibility (generally precursors of conservation in Piaget's theory of cognitive development). A total of 75 children were tested--33 in the village of Moen, Truk, and 42 in all the villages of Kosrae. Subjects ranged in age from 5 to 13 years; 45 were male and 30 were female. Each child was tested on performance during a single individually administered session. With the exception of two older Trukese children, who spoke English well, all were interviewed in their native language. Preliminary results indicated that Micronesian children lag significantly behind their Western counterparts in acquisition of certain concepts hypothesized by Piaget as critical to concrete operational thought; they also do not appear to acquire these concepts in the same order as American and European children. Though most younger Micronesian children cannot understand or read English, the subjects tested were attending schools patterned after those in the United States, had teachers educated by United States standards, and even used United States textbooks. The fact that the children's development of certain key concepts is several years behind United States norms was seen as possibly being the result of culture, as several researchers have suggested. It was also suggested that presenting Western educational materials to Micronesian children may be inappropriate. (RH)

ED 252 350 RC 015 108

Canham, Ronald R.
Citizen Involvement Strategies in Community Growth Issues. Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-21
PUB DATE- Aug 79
NOTE- 6p.; For related documents, see ED 225 754-755 and RC 015 106-117.

AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizen Participation; Community Development; *Community Involvement; *Coping; Leaders Guides; Local Issues; *Participative Decision Making; *Population Growth; Public Officials; *Public Policy
IDENTIFIERS- *Impact

Citizen involvement in the public decision-making process can be facilitated if appropriate forms and functions of involvement are used. The issue cycle, which can help public officials to ensure that citizens have constructive and timely input into the decision-making process, involves awareness of some condition in the community; community discussions, resulting in the definition of the problem; coalescence of special interests, creating divisions and conflict within the community; open debate among competing interests; establishment of a realistic view of the problem; determination of alternative solutions and their effects; a public decision regarding a course of action; and the implementation of actions. Citizen involvement includes four basic functions: provide or obtain information, interaction with the public, assuring the public, and ritualism. Forms of citizen involvement include public meeting, small workshop, presentation, ad hoc committee, advisory board, key contact, survey, staff report, mass media, and daily contact. Techniques to help encourage citizens to become involved and to make the most of their time and knowledge are to work at building a consensus, reduce the risks of involvement, and develop listening skills. Various principles, functions, and forms of public involvement, and techniques which may be used to obtain more meaningful citizen input are examined. (NQA)

ED 252 362 RC 015 121

Migrant Education Health Program, 1984. Final Report.
Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.
PUB DATE- 84
NOTE- 58p.; For related document, see RC 014 995.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dental Evaluation; Elementary Secondary Education; Financial Support; *Health Education; *Health Needs; *Migrant Children; *Migrant Health Services; Migrant Problems; Migrant Programs; Nutrition; Program Costs; *Summer Programs
IDENTIFIERS- *Colorado

During 1984 the Colorado Migrant Health Program, together with the Colorado Migrant Education Program, provided students enrolled in migrant summer schools with a continuum of care which included screening and physical assessment for detection of existing and potential health problems, referral for diagnosis and treatment of identified abnormalities, case management/follow-up, and preventive and health promotion/health maintenance services. The program employed 16.5 nurses, 19 dental hygienists, 14 nutritionists, 29 dental students or recent graduates, and 6 nursing students. These health providers were placed in multidisciplinary teams and deployed in close proximity to all 15 migrant education summer school sites. A total of 1,901 migrant children, ranging in age from 1 to 21 years (63.9% between 5 and 10 years of age), received one or more services. To enhance the general health status of the migrant farmworker population, health education units on dental health, nutrition, and safety education were integrated into the migrant school curriculum, and health team members participated in various health activities. This report provides information on the service population, service providers, health encounters (face-to-face interaction between provider and student), health screening procedures and outcomes, most frequent diagnosis, health education activities and curriculum, and financial resources. Comparative statistics by school site are appended. (NQA)

ED 252 376 SE 045 287

The Energy Cost and Consumption Report. 1980-81 and 1981-82.
Energy Task Force, Washington, D.C.
REPORT NO.- ISBN-0-913359-21-1

PUB DATE- 83
NOTE- 307p.
AVAILABLE FROM- Energy Task Force, Eleven Dupont Circle, Suite 250, Washington, DC 20036 ($15.00, members; $21.00, non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Coal; *Colleges; *Costs; Electricity; *Energy; *Fuels; Higher Education; Questionnaires; Universities
IDENTIFIERS- *Energy Consumption

This report provides statistical data on the amount of purchased energy consumed and the price paid for energy during fiscal years 1980-81 and 1981-82 at colleges and universities. These data were collected as part of an Energy Task Force project which was designed to: (1) establish a data gathering program that encourages colleges and universities to collect energy data for their own use; (2) provide information to educational institutions by generating comparative data; and (3) provide statistically sound data for the Task Force's state and federal activities. The report is divided into nine sections: (1) index of reporting institutions; (2) total campus data by identification number; (3) total campus data by gross square feet; (4) total cost and consumption (in gross square feet sequence); (5) total central plant data (in gross square feet sequence); (6) total fuel oil data (in gross square feet sequence); (7) total coal data (in gross square feet sequence); (8) total natural gas data (in thousand cubic feet sequence); and (9) total electricity data (in kilowatt hour sequence). Individual campus data are included for comparative analysis. A copy of the questionnaire used and brief introductory comments are provided. (JN)

ED 252 000 EC 171 154

Community and Family Living Amendments of 1983. Hearing before the Subcommittee on Health of the Committee on Finance, United States Senate. Ninety-Eighth Congress, Second Session on S. 2053.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- S.-Hrg.-98-775

PUB DATE- 27 Feb 84

NOTE- 671p.

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Community Programs; *Deinstitutionalization (of Disabled); *Federal Aid; *Federal Legislation; Hearings; *Mental Retardation; Public Policy

IDENTIFIERS- Congress 98th; *Medicaid; Proposed Legislation

These hearings address the Community and Family Living Amendments of 1983, which would phase out Medicaid reimbursement to large institutions serving the mentally retarded and redirect it to small community-based settings. Testimony and written statements regarding such a shift are presented from representatives of health and welfare associations, special schools, mental health agencies, community programs, state and federal agencies representing handicapped persons, advocacy and parent groups, and consumer groups. (CL)

Mathematics Curriculum Guide for Spanish-Speaking Students, Levels A, B, C, D, Field Test. Working Draft = Guia didactica de Matematicas, Niveles A, B, C, D. Edicion Experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75

NOTE- 113p.; For related document, see FL 014 784.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Mathematics; Geometry; Introductory Courses; Limited English Speaking; Mathematical Concepts; *Mathematics Instruction; *Measurement; *Number Systems; *Spanish Speaking; Vocabulary

The introductory level curriculum guide for bilingual education for Spanish-speaking children in the Chicago public schools is divided into four difficulty levels and is designed to facilitate acquisition of mathematical concepts by presenting them in the children's native language. At each level, the concepts covered include the meaning of numbers, operations with whole numbers, rational numbers, measurement, and geometry. A vocabulary list is included for each level. The text is entirely in Spanish, with illustrations. (MSE)

ED 252 049 EC 171 306

Freedman, Steve A.
Brokering Power at the State Level for Child Health Care. Workbook Series for Providing Services to Children with Handicaps and Their Families.
Georgetown Univ. Child Development Center, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 84
NOTE- 34p.; For related documents, see EC 171 305-308.
GRANT- DHHS-PHS-MCJ-113368-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Community Programs; *Decision Making; *Disabilities; Diseases; *Financial Support; *Political Influences; *Political Power

The workbook is intended as a primer for public and private sector state level advocates for children with disabilities and chronic illnesses. It is designed to give practical guidance on how to intervene effectively in the legislative and executive appropriation and budget processes. The first section examines the role of the partners-in-power: the legislative, judicial, and executive branches and the advocate/power broker. Examples of problems, desired approaches, desired outcomes, and the partners-in-power needed to implement the outcomes are offered. Suggestions center on the following steps: getting the partners-in-power together, getting support from a majority of one's partners, networking, and brokering power. Appended materials include a powerbroker's case study by G. Schiebler and S. Freedman, "Regionalized Neonatal/Perinatal Intensive Care Center Program: A Political History." (CL)

ED 252 078 FL 014 739

Kennedy, James H.
Teaching Afro-Latin American Culture in the Intermediate Spanish Class: Resources and Strategies.
PUB DATE- 13 Aug 84
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portugese (Mexico City, Mexico, August 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Culture; Black Students; *Classroom Techniques; Cultural Education; *Latin American Culture; Second Language Instruction; *Spanish; *Student Attitudes; Student Attrition

Supplementing traditional cultural material with presentation of African elements of the folklore and culture of Latin America is proposed as a means of increasing black student interest in intermediate Spanish language courses. Topics and suggested lesson titles reflecting diverse nonliterary aspects of the black experience in Latin America that can easily be integrated into the intermediate Spanish curriculum at either the secondary or college level are outlined, with citations of resource materials provided for each topic in a bibliography. The resources focus primarily on the two Latin American countries most heavily influenced by African culture, Brazil and Haiti. The topics include: annual Latin American carnival festivities; the story of an enslaved African king; the life of a popular Peruvian saint; the story of a settlement in Brazil; an introduction to the Haitian republic; a legendary South American folk hero's story; an introduction to Afro-Christian religious syncretism; and the music and dances of Cuba, Puerto Rico, and the Dominican Republic. A suggested lesson outline and an Afro-Latin American population map are also provided. (MSE)

ED 252 123 HE 017 952

Bare, Alan C.
Building a Training and Development Program.
PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Faculty Development; Higher Education; *Inservice Education; *Organizational Development; Policy Formation; Problem Solving; Program Administration; *Program Development; Program Evaluation; Program Implementation; Skill Development; *Staff Development

An approach to building an effective training and development (T&D) process within postsecondary institutions is described. The process involves three distinct phases: developing an inservice skills training program, institutionalizing an on-the-job career development process, and conducting organizational development activities. The focus of the skills training phase is individual performance, while the career development phase focuses on supervisory role performance. During each phase, successful T&D managers understand organizational realities, and set goals and allocate resources accordingly. Management concerns during the inservice skills training phase include: program design, marketing, logistics, and preparation of the trainer. During the introduction of career development, the T&D manager must work with: top management to develop personnel policies and procedures, supervisors to inform them about staff development techniques and employee problems, and union and employees groups to build support for career development programs. Organizational development activities of the manager include collecting data about performance and planning for change. Problems that occur in each phase and strategies that the T&D manager might follow are also discussed. (SW)

ED 252 151 HE 018 011

Findlay, Margaret A., Comp.; Martin, Penny, Comp.
Bibliography of Education Theses in Australia. A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1982.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Education Council, Melbourne.
PUB DATE- Jul 84
NOTE- 73p.
AVAILABLE FROM- Australian Council for Educational Research, Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Doctoral Dissertations; *Education Majors; Foreign Countries; Higher Education; *Masters Theses
IDENTIFIERS- *Australia

Annotated bibliographies of 238 education theses for masters and doctoral degrees in Australia for 1982 are presented. Included for each thesis are the author, title, date, abstract, index terms, the degree for which the thesis was submitted, and the awarding institution. A subject and author index is also included. The index terms or descriptors were assigned to the theses using the "Australian Thesaurus of Education Descriptors." In addition, a list of universities by region indicates the number of theses submitted to each university. The collection of theses should save future degree candidates time searching the holdings of individual institutions. In addition, librarians and researchers searching in the educational areas will have access to a central, permanent, and complete bibliographical list that will be updated by subsequent volumes. Finally, the list can help avoid duplication, provide new ideas, and be the means for pointing the way for future research.(SW)

Turnbull, Amelia Joy

Extending Opportunity: Telidon Technology in Vocational Education.

PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Conference of the International Council for Educational Media (Banff, Alberta, Canada, October 8-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Resources; *Computer Assisted Instruction; Computers; *Correspondence Study; *Distance Education; Foreign Countries; High Schools; High School Students; Rural Education; *Videotex; *Vocational Education
IDENTIFIERS- Alberta; *Telidon System

A Mechanics 12 course was chosen by the Alberta Correspondence School for a field trial of computerized delivery systems of vocational education programs to small rural schools where enrollment is low and the construction of vocational laboratories is economically impractical. The Telidon videotex system, which was initially selected, is composed of a display monitor (a television set), an interface decoder device, a telecommunication system, and a central computer. Community resources were employed to allow students to complete the practical component of the course under the supervision of a local mechanic. An evaluation addressed student attitudes toward distance education as delivered via Telidon, relative student achievement, and relative program delivery costs and results. An alternative delivery system, designed to eliminate high transmission costs, was later developed by linking a Telidon terminal to an Apple II microcomputer with a single disk drive. It was piloted in the second semester of 1983-84 with a high level of success and was favorably received by students and teachers. Additional vocational education courses on electricity-electronics and building construction are also being adapted for computer assisted delivery. Two references are listed. (LMM)

ED 252 280 PS 014 766

Roen, Randa
Share Your Expertise About Young Children: Write an Article for Publication.
PUB DATE- 83
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Guidelines; *Periodicals; *Publications; *Writing for Publication; *Writing Skills
IDENTIFIERS- ERIC; *Manuscript Submission Procedures

Written to break down the barriers and allay the fears that inhibit some early childhood educators from writing articles, this handbook contains current practical information for prospective authors. Each section examines a step in the process of developing an idea into a publishable article. "Why Write an Article for Publication" encourages early educators to share their ideas through writing. "Topics for Articles" records prospective topics and points out popular subject areas and current interests of early education publications. "Choose a Publication" provides an annotated list of 11 publications with charts to help in deciding which publication is most suitable for a given type of article. "Your Idea" suggests how to decide upon and then limit an idea. "Express Your Idea: Mechanics of Writing" helps writers translate their idea into a manuscript by discussing writing environment, organization, title, first draft, editing, and revising. "Submit Your Manuscript" details how to prepare final copy and package it for submission. "Process of Publication" reviews the path from submission to publication. (RH)

ED 252 337 RC 015 087

1984 Population Trends for Washington State.

Washington State Office of Financial Management, Olympia.

PUB DATE- Oct 84
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- American Indians; Asian Americans; Birth Rate; Blacks; *Census Figures; Community Surveys; *Demography; Divorce; Educational Attainment; Enrollment; Hispanic Americans; Marital Status; Military Personnel; *Population Distribution; *Population Trends; *Residential Patterns; Rural Population; Socioeconomic Background; Tables (Data)
IDENTIFIERS- *Washington

As of April 1, 1984, Washington's population was estimated at 4,328,100, an increase of 43,000 over last year's population. This report provides data pertaining to the: official April 1, 1984 population and housing estimates for cities, towns, and counties and components of population change. The following special reports are also presented: "Managing a Random Survey: The Bellevue Experience" (Steven M. Cohn); "Use of Survey Data in Developing Office of Financial Management Housing Unit Estimates" (Thereas J. Lowe); "Persons of Spanish Origin in Washington State" (Julie L. Baker and Theresa J. Lowe); "The Military Population in Washington State" (Felix D'Allesandro); and "A Special Consideration in Improving Housing Unit Estimates: The Interaction Effect" (Theresa J. Lowe, William R. Myers, and Lawrence M. Weisser). Data were obtained from city and county officials, Armed Forces personnel at major bases in the State, housing directors of the colleges and universities, and various divisions of the Department of Social and Health Services. Tabular data cover: city, town, and county populations; 1980-84 housing units; 1984 housing units by structure type; 1980-83 population change by the Census Bureau's racial categories and for persons of Spanish origin; 1980 census counts and 1983 population estimates by racial categories, and for the Spanish origin population by county; population changes for 1910-1984; general fertility rate for 1930-1984; marriages and divorces/dissolutions for 1950-1984; annexations, incorporations, and other municipal boundary changes; and population distribution by selected age groups for 1980 and 1984. (NQA)

ED 252 391 SE 045 310

Biddulph, Fred
Primary School Childrens' Ideas about Spiders. Learning in Science Project (Primary). Working Paper No. 108.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Mar 82
NOTE- 35p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Animals; Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; *Entomology; Foreign Countries; *Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research; Spiders

The Learning in Science Project (Primary)--LISP(P)--investigated the questions and explanations primary children have about spiders. The data comprise 112 questions and 104 explanations (included in appendices) offered by children after being shown a picture of a spider. Additional data were collected during individual interviews with 18 students. The majority of questions raised by students were grouped into these categories: spider features; silk or web; food or prey; young or reproduction; species; poison; habitat; and origin, life, and death. Selected questions asked and some of the explanations offered in each of these categories are analyzed. They include an analysis of answers to the questions "Why do spiders have so many eyes?" and "Why does a spider's web look invisible to a fly?" Strategies used by children to gain insight to help with their ideas about spiders are also discussed. They include guessing, generalizing from a limited experience, recognizing when they have insufficient knowledge to form or offer an idea, recalling relevant past experiences, reasoning by analogy, and gaining ideas from such sources as books or television. Although these strategies must be regarded as tentative (being drawn entirely from comments children provided during interviews), they offer leads to future research into this aspect of children's thinking. (JN)

ED 252 165 HE 018 040

State Board for Higher Education Consolidated Capital and Operating Budget Recommendations for Higher Education, FY 1986.
Maryland State Board for Higher Education, Annapolis.

PUB DATE- Dec 84
NOTE- 414p.; Some tables may not reproduce well due to small print.
AVAILABLE FROM- State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Capital Outlay (for Fixed Assets); College Faculty; Enrollment Trends; Expenditures; *Higher Education; *Income; *Operating Expenses; Research Projects; *Resource Allocation; School Funds; School Maintenance; School Security; *State Aid; State Boards of Education; State Colleges; Student Financial Aid
IDENTIFIERS- *Public Colleges

The Maryland Board for Higher Education's consolidated capital and operating budget for fiscal year 1986 for higher education institutions and agencies is presented. Recommendations of the Board are summarized, and the status of higher education funding is briefly discussed. Methods of funding institutional budget requests for the capital and operating budgets are considered, along with factors that the Board assessed in making its recommendations. Data are included on expenditures by institution for desegregation. Extensive statistical tables for each state college provide information on the following: expenditures at each institution per full-time equivalent student (FTES); percent change in objects of expenditures; actual and estimated headcount enrollment; number of full-time equivalent faculty; research expenditures and grants received; number and type of student financial aid awards; and administrative expenditures per FTES. For each campus, operating budget data are provided on: objects of expenditure and revenues by funding source, number of positions by program, expenditures by program, and distribution of funds by educational level. Institutional data on the capital budget recommendations includes: building space, program majors, plant operations, and public safety. (SW)

ED 252 209 IR 050 946

Salomon, Kristine; Burgess, Curt
Characteristics of Online Searchers in University Libraries.
PUB DATE- 82
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Retrieval; *Library Personnel; Library Surveys; *Online Systems; *Participant Characteristics; Reference Services
IDENTIFIERS- *Online Search Skills

A nationwide survey of online searchers at 150 college and university libraries was conducted to explore various characteristics of this group. From a sample of 380 searchers representing 85 libraries, 201 surveys (52.9%) were returned, and 198 responses were usable. Variables examined include online training, searcher experience, professional responsibilities, continuing education, and graduate degrees. It was found that searchers trained by library school classes tended to be younger than the rest of the group. It was also discovered that online searchers with a second masters degree did not have significantly different job responsibilities than those without a second masters. A list of references and statistical tables showing responses to selected survey questions are included. (Author/THC)

ED 252 223 IR 050 962

State Laws Relating to Michigan Libraries. Reprinted from the Michigan Compiled Laws.
Michigan Library, Lansing.
PUB DATE- Oct 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Financial Support; Laws; *Library Administration; Library Networks; *Public Libraries; School Libraries; *State Legislation; *State Libraries
IDENTIFIERS- Access to Information; *Michigan

Prepared by the state librarian of Michigan, this compilation of laws is intended to help librarians, government officials, and citizens familarize themselves with the many state statues that affect the operation and development of libraries in Michigan. The document includes excerpts of laws pertaining to public libraries, school libraries, library networks, provisions for handicapped users, types of funding, and availability of public records. (THC)

ED 252 001 EC 171 155

Miller, Leon K.
Stability of Multiple Stereotypies in Handicapped Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984). Figure 1, referred to in this paper, was not included with the document received by ERIC.
GRANT- NICHD-HD-15008

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Case Studies; Classroom Observation Techniques; Elementary Education; *Multiple Disabilities; Preschool Education; Severe Mental Retardation
IDENTIFIERS- *Stereotyped Behavior

Stereotypic behavior was examined in a group of five multiply handicapped children (4-10 years old) over a 2-year span. Observational data were collected at 6-month intervals in the form of 2-minute running descriptions of the child's behavior and the general setting, or condition, of the behavior (e.g., unattended, or stressed). Results revealed that the repertoire of stereotypies was quite constant over the 2-year span, especially for three of the five Ss. Individual differences did emerge, however, in terms of relative proportion of time spent in stereotypic behavior. Stereotypy remained very high for all Ss in the unattended condition. Contingency tables were constructed to examine the specific stereotypies characteristic of each child and the conditions accompanying them. Although data revealed a significant association between condition and type of stereotypy in every case, there was no apparent general principle for relating stereotypy and condition across children. (CL)

ED 252 017 EC 171 174

Foster, Herbert L., Ed.
The Forum, Volume 10, No. 1-3, Winter, Spring, Fall, 1984.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

PUB DATE- 84
NOTE- 81p.
AVAILABLE FROM- The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; *Educational History; Elementary Secondary Education; *Gifted; Inservice Teacher Education; Paraprofessional School Personnel; Peer Teaching; Preservice Teacher Education; *Special Education; *Special Schools; *Student Teaching; Teacher Interns
IDENTIFIERS- New York

Three issues of the journal include special foci on student teaching/internships in special education and educating low incidence children in New York City 1853-1945 along with a potpourri issue. The potpourri issue addresses student tutors in the classroom, new directions in the education of the gifted, and a marine education and language development program. Among topics examined in the issue on student teaching and internship are preservice preparation of teachers to work with paraprofessionals, successful student teaching with visually impaired children, and student teaching and school discipline. The overview of New York City special education includes articles on the role of parents in special schools for problem children, the occupational training school, and a special day school for the socially maladjusted, emotionally disturbed child. (CL)

Liberman, Kenneth
Intercultural Communication in Central Australia. Sociolinguistic Working Paper Number 104.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Courts; Discourse Analysis; Foreign Countries; *Indigenous Populations; *Intercultural Communication; *Language Styles; Public Officials; *Social Behavior; Sociolinguistics; *Whites
IDENTIFIERS- *Australia

Aboriginal discourse in central Australia is characterized by a refusal to impose a way of thinking on others, and correct discourse either carries a consensus or is abandoned. In addition, participants avoid being exposed personally in public settings, and good interactional style forbids speakers from forcing themselves on fellow participants in a manner leading to such exposure. Embarrassment occurs when public attention becomes focused on a person in a way that individualizes his participation. This discourse structure conflicts with Anglo-Australian behavior in many kinds of intercultural interactions. Government representatives are impatient to reach decisive resolutions, and hesitation in Aboriginal assemblies may result in loss of beneficial agreements. Aboriginal children in Australian schools often fail to respond to questions when singled out in class, and answers are often single words and highly repetitive of what has already been said. In addition, Aboriginal children speak when not addressed and often fail to "take turns", a hallmark of Aboriginal speech collaboration that generally goes unrecognized. Australian eductors have viewed the secondary socialization of Aboriginal children in Australian schools as an effort to individualize their collective modes of self-perception and social interaction. Such interactional asymmetries are repeated throughout Australian society in all ordinary intercultural contacts, and the Anglo-Australians' relative assertiveness assists their dominance over Aboriginal people. (MSE)

ED 252 109 HE 017 810

Report on Health Manpower and Programs in Ohio: Part Two. Allied Health, Area Health Education Centers, Dentistry, Emergency Medical Services, Nursing, Optometry, Pharmacy, Podiatry, and Veterinary Medicine.

Ohio Board of Regents, Columbus.

PUB DATE- 14 Nov 83

NOTE- 105p.; For related document, see HE 017 809.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; College Planning; Costs; *Dental Schools; *Employment Opportunities; *Enrollment Trends; Geographic Distribution; *Health Occupations; Higher Education; Labor Market; Medical Services; *Nursing Education; Optometry; Pharmaceutical Education; Pharmacy; Podiatry; State Surveys; Statewide Planning; Veterinary Medical Education

IDENTIFIERS- *Ohio

Information on health occupations educational programs in Ohio and current and projected employment needs for health professionals are presented. The following health fields are examined: allied health, dentistry, emergency medical service, nursing, optometry, pharmacy, podiatry, and veterinary medicine. Issues and trends affecting each field are identified, and attention is directed to the supply of graduates, anticipated demand for each type of health professional, and the cost of educational training. Recommendations concerning health occupations educational programs are included. A chart indicates Ohio schools offering public accredited and nonaccredited allied health education programs. In addition, maps show the locations (by county) of specific allied health programs, as well as emergency medicine and nursing programs. Data are also provided on: allied health programs by field and degree, including number of programs, enrollments, graduates, and placements; trends in the number of dental school applicants, dental class size, and graduates for two Ohio institutions; the number of licensed dentists and the ratio of dentists to population; and the ages of Ohio nurses in full- and part-time jobs and the percent of licensed nurses. (SW)

ED 252 137 HE 017 975

Financial Planning for Study in the United States. A Guide for Students from Other Countries. Revised Edition.

College Entrance Examination Board, New York, N.Y.

PUB DATE- 4 Jan 85
NOTE- 47p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 (50 copies for $25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *College Housing; *Eligibility; Federal Aid; Financial Aid Applicants; *Financial Services; *Foreign Students; Higher Education; Organizations (Groups); Professional Associations; *Student Costs; *Student Financial Aid
IDENTIFIERS- College Costs; Latin America

A guide for foreign students who need information on the cost of higher education in the United States is presented. Responsibilities of foreign students in meeting these costs are addressed, along with types of financial help that may be available to them from colleges and other sources, applying for financial aid, and planning the financial aspects of their stay in this country. Specific attention is focused on: tuition and fees; different kinds of university and nonuniversity housing; awards from U.S. government sources, aid from the Institute of International Education and from six agencies serving particular nationality groups, college aid to undergraduate and graduate students, and financial aid from sources outside the United States (governments, organizations, and educational credit agencies). The addresses of educational credit agencies in 14 Latin American countries are provided. Other subjects discussed include: problems of currency restrictions, transfer of funds and using U.S. banking services, travel, books and supplies, medical and dental services, health insurance, clothing, incidental expenses, expenses for married students and their dependents, extra expenses for graduate students, and orientation and English-language programs. (SW)

ED 252 179 IR 011 438

Brophy, Jere; Hannon, Patrick

The Future of Microcomputers in the Classroom. Occasional Paper No. 76.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 84

NOTE- 36p.

CONTRACT- 400-81-0014

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; Costs; *Courseware; Instructional Innovation; Literature Reviews; Program Effectiveness; *Programing; *Teaching Methods

IDENTIFIERS- *Computer Uses in Education; Instructional Effectiveness

Present and potential classroom applications of microcomputers are examined in this literature review, which was conducted to identify both unjustified and well-founded claims about the advantages offered by the introduction of computers into classroom instruction. Conclusions presented indicate that: (1) such applications are being oversold by enthusiasts who make unjustified claims about the presumed need for and benefits of introducing computers to the classroom (in general) and of teaching students to program computers (in particular), and who underestimate the costs involved (in time, trouble, and money); (2) there nevertheless do appear to be applications (centering around the "three R" functions of recursions, revision, and rapid hypothesis testing) that could allow teachers to expand or improve instruction by doing things they cannot do now; and (3) the realization of most of these applications awaits the development of software that is commonly available at an affordable cost, pedagogically sound, integrated with the rest of the curriculum in the topic area, and designed for use by the teacher working with the class rather than by the student working individually. Twenty references are listed. (Author/LMM)

ED 252 238 IR 050 980

Academic Library Statistics. Fall 1980, Fall 1981, Fall 1982, Fall 1983. Report Number 12-84.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Dec 84

NOTE- 130p.; For an earlier report, see ED 195 236.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Libraries; Developmental Programs; Enrollment; Higher Education; Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; Library Surveys; Operating Expenses; Salaries; Statistical Data; Tables (Data); Trend Analysis

IDENTIFIERS- *Library Statistics; *State University of New York

This report comprises the responses of the constituent institutions of the State University of New York (SUNY) to the library questionnaires of the Education Division of the United States Department of Health, Education and Welfare and the New York State Education Department, for Fall 1980, Fall 1981, Fall 1982, and Fall 1983. Included in the statistical tables are data on library collections, staff, operating expenditures, and loan transactions for each institution. Fall 1982 data on developmental areas and mean salary of full-time library staff are included. Additional summary tables include available trend data for Fall 1980 through Fall 1983. In order that the statistical data may be reviewed in relation to user demand for the library services, enrollments for each college and university are provided for the years surveyed. Introductory materials provide definitions of terms, and appendices include a map showing locations of SUNY institutions and a publications list of the Central Staff Office of Institutional Research. (THC)

Peters, Donald L.

Using Performance/Competence Measures to Determine Readiness for Professional Entry in the Field.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; Early Childhood Education; *Educational Environment; Postsecondary Education; *Preschool Teachers; *Professional Recognition; Teacher Behavior; *Teacher Characteristics; *Teacher Evaluation
IDENTIFIERS- *CDA; Child Development Associate

By analogy, research suggests that training Child Development Associate (CDA) candidates to handle the complexity and autonomy of the early childhood teaching job is likely to have long range effects on the teacher and the early childhood education field. That is, a truly competent teacher behaves professionally and will become increasingly professional. Important indicators of competence and "professionalism" (such as self-directedness, playfulness, knowledge, flexibility, adaptability, social and communication skills, self-confidence, and a positive sense of self) are demonstrable within the CDA credentialing system, although the system focuses on lower level specific indicators. However, while CDA behavioral competencies, as observed in the classroom and documented in the CDA portfolio, have content validity, their concurrent and predictive validity is less clear. Few studies have related the CDA competencies to differences in the performance of CDA and non-CDA trained teachers. Even fewer studies have related the specific CDA functional areas to child outcomes. Findings of a study conducted by Ruopp and others identified four general competency factors based on the original 13 CDA functional areas; these four factors were significantly related to children's test score gains. The study therefore supports the thesis that a more general level and configuration of factors are more important to competency assessment and professionalism than are are the 6 competencies, the 13 functional areas, or their even more specific indicators. (RH)

ED 252 324 PS 014 872

Early Childhood Assessment: Suggested Best Practices and Selected Instruments. Wisconsin Department of Public Instruction Bulletin No. 5091.

Wisconsin State Dept. of Public Instruction, Madison.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
REPORT NO.- WSDPI-Bull-5091
PUB DATE- May 84
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Checklists; Cognitive Development; Communication Skills; *Disabilities; Early Childhood Education; *Educational Diagnosis; Emotional Development; Guidelines; Measurement Techniques; Motor Development; *Parent Participation; Perceptual Development; Personality Assessment; Social Development; *Tests; *Young Children
IDENTIFIERS- Adaptive Behavior Assessment

The purpose of this manual is to provide supplemental information and to serve as a general resource for practitioners involved in the developmental and educational assessment of young children. The first section focuses on the process of assessing young handicapped children and includes specific information on indicators of potential problems in young children, parent involvement in the assessment process, guidelines for interviewing parents, guidelines for assessing young children (with suggestions regarding specific types of handicaps), and a suggested format for writing evaluation reports. The second section provides an annotated list of selected assessment instruments from the various professional fields of psychology, special education, speech and language pathology, occupational therapy, physical therapy, and early childhood education. Instruments listed concern cognitive development; visual perception; and fine- and gross-motor development; communication; adaptive behavior/self-help; and social, emotional, and personality development. Also included are citations for educational assessment measures, developmental checklists, and parent assessment instruments relating to need for information and assistance, assessment of change or progress, and reaction to program services. An annotated listing of parent assessment instruments is offered in the third section. The fourth section consists of a selected listing of resources available for further information and for technical assistance. (RH)

ED 252 363 RC 015 122

Emerging Issues in the Delivery of Rural Health Services. Prepared for the Committee on Agriculture, Nutrition, and Forestry United States Senate, 98th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT NO.- S-Prt-98-239
PUB DATE- Nov 84
NOTE- 85p.; Some pages may not reproduce well due to marginal legibility. The articles contained in this volume were originally presented at the Annual Meeting of the American Rural Health Association (Jeffersonville, VT, 1982).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Health Facilities; *Health Needs; *Health Services; *Needs Assessment; Nursing Homes; *Older Adults; Physicians; Preventive Medicine; *Program Evaluation; Research Needs; *Rural Areas; Rural Urban Differences; Rural Youth; Secondary Education; Smoking; Social Support Groups; Urban to Rural Migration; Use Studies
IDENTIFIERS- *Demand; Emergency Medical Services; Long Term Residents; Newcomers

This document contains a compilation of articles that have been assembled because of their potential for enhancing understanding of rural health care issues and for their unwavering high standards. The articles promote high quality research in an area which is rapidly becoming a legitimate and recognized field of inquiry among scholars. Besides addressing specific issues, the articles illustrate that rural America's diversity and dynamism affect issues related to rural health care. The articles are organized into two broad categories: assessing need and demand for rural health care and provision, and evaluation of rural health services. In the first part, John Kushman, Patricia Cowper, and Ellen Radovic examine stresses and additional demands created by influx of new residents into rural areas. Charles Crawford, Heather Hong, and Janet Armstrong study the effect of social relationships on health status of older persons. Vernon Greene analyzes the demand for skilled nursing home care for the elderly in "Premature Institutionalization among the Rural Elderly." Gary Levitz and James Curry consider the determinants of physician utilization within four categories of rurality. In the second section, Lee Crandall and Starr Silver evaluate a preventive care project operated in three rural counties. Harry Perlstadt examines emergency medical care in "Market Structure and Outcome for Volunteer Ambulance Services". The final article, by David Holmes, Robert Jones, Brian McPherson, John Clarke, and Alton Roberts, describes a health education program designed to deter cigarette smoking among rural youth. (BRR)

ED 252 377 SE 045 294

Thorne, Muriel M., Ed.
NASA, The First 25 Years: 1958-83. A Resource for Teachers. A Curriculum Project.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EP-182
PUB DATE- 83
NOTE- 132p.; Some colored photographs may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - General (130) Historical Materials (060)
DESCRIPTORS- Aerospace Education; *Aerospace Technology; Energy; *Federal Programs; International Programs; Satellites (Aerospace); Science History; Secondary Education; *Secondary School Science; *Space Exploration; *Space Sciences
IDENTIFIERS- *National Aeronautics and Space Administration

This book is designed to serve as a reference base from which teachers can develop classroom concepts and activities related to the National Aeronautics and Space Administration (NASA). The book consists of a prologue, ten chapters, an epilogue, and two appendices. The prologue contains a brief survey of the National Advisory Committee for Aeronautics, NASA's predecessor. The first chapter introduces NASA--the agency, its physical plant, and its mission. Succeeding chapters are devoted to these NASA program areas: aeronautics; applications satellites; energy research; international programs; launch vehicles; space flight; technology utilization; and data systems. Major NASA projects are listed chronologically within each of these program areas. Each chapter concludes with ideas for the classroom. The epilogue offers some perspectives on NASA's first 25 years and a glimpse of the future. Appendices include a record of NASA launches and a list of the NASA educational service offices. (JN

ED 252 095 FL 014 784

Mathematics Curriculum Guide for Spanish-Speaking Students, Levels E, F. Field Test. Working Draft = Guia didactica de matematicas, Niveles E, F. Edicion Experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 77
NOTE- 200p.; For related document, see FL 014 783.
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Mathematics; Geometry; Limited English Speaking; Mathematical Concepts; *Mathematics Instruction; *Measurement; *Number Systems; *Spanish Speaking; Vocabulary

The curriculum guide for mathematics instruction in the bilingual education program of the Chicago public schools is designed to assist teachers in the instruction of limited-English-speaking students in their native language. The guide outlines, for each of two levels, lessons on absolute and relative values of numbers, whole number operations, rational numbers, measurement, geometry, and related vocabulary. A list of instructional objectives for both levels and a bibliography are included. With the exception of the preface and some bibliography items, the text is entirely in Spanish. (MSE)

ED 252 267 JC 850 036

Kopecek, Robert J., Ed.; Clarke, Robert G., Ed.
Customized Job Training for Business and Industry. New Directions for Community Colleges, Number 48.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-990-0

PUB DATE- Dec 84
NOTE- 119p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Contracts; Economic Development; *Inplant Programs; *Job Training; *Labor Education; Program Descriptions; *School Business Relationship; State Programs; Two Year Colleges

This sourcebook describes and analyzes contracted customized training for business and industry provided by community colleges. First, "Customized Job Training: Should Your Community College Be Involved?" by Robert J. Kopecek identifies issues to be considered in program decision making and suggests an organizational model for program delivery. "Customized Job Training and Credit Programs," by Robert G. Clarke, outlines similarities and differences between traditional degree programs and industrial training programs and offers guidelines for community colleges entering the field. "Providing Customized Job Training through the Traditional Administrative Organizational Model," by William A. Connor, advocates the centralized organizational model. In "Developing Customized Programs for Steel and Other Heavy Industries," Philip R. Day, Jr. describes Dundalk Community College's unique approach to customized training. "North Carolina: A Statewide System of Training for New and Existing Industries," by H. James Owen, provides an example of successful government-education-industry collaboration. "Worker Education for Improved Productivity: The Role of New York State Community College Contract Courses," by W. Gary McGuire, describes the benefits of legislative, corporate, and educational cooperation in terms of increased worker productivity and improved college-employer relations. In "Partnerships for Employee Training: Implications for Education, Business, and Industry," David B. Luther provides an industrial perspective on customized job training. "Components of Successful Training Programs," by Dorothy J. Kaplan, reviews specific practices to ensure program effectiveness. Finally, an annotated bibliography of relevant ERIC documents is presented. (LAL)

ED 252 034 EC 171 191

Reschly, Daniel J.; And Others

Multifactored Nonbiased Assessment: Convergent and Discriminant Validity of Social and Cognitive Measures with Black and White Regular and Special Education Students. Final Project Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 84
NOTE- 64p.; Paper presented at the Annual Conference of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
GRANT- G008101156
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Black Students; *Competence; Elementary Education; *Interpersonal Competence; Learning Disabilities; *Mild Disabilities; Social Behavior; Sociometric Techniques; Test Bias; *Test Validity

The convergent and discriminant validity of a wide range of cognitive and social competence measures were investigated with 400 students (7-11) stratified by race (white and black) and educational placement (regular and special education for mildly handicapped students). The majority of special education students were classified as learning disabled. As expected, the special education Ss scored substantially below regular education Ss on all academic competence indices (including the Wechsler Intelligence Scale for Children Revised and the Peabody Individual Achievement Test). The magnitude and pattern of differences among special and regular education students were quite similar for black and white Ss. Special education Ss obtained substantially lower scores on all social competence indices (including classroom sociometrics and the Adaptive Behavior Inventory for Children). The magnitude of differences among regular and special education students suggested relatively little overlap of distributions for white and black students. Discriminant function analysis suggested relatively strong convergent and discriminant validity using the criterion of handicapped child vs. regular education placement. A multitrait-multimethod analysis of the academic and social competence measures yielded less positive results, suggesting relatively high method variance and relatively low trait variance for the social competence measures. Among implications noted are that social competence measures, particularly with minority students, are likely to be valuable adjuncts to traditional assessment practices. (Author/CL)

ED 252 050 EC 171 307

Haar, Doris

Power Brokering in the Community. Workbook Series for Providing Services to Children with Handicaps and Their Families.

Georgetown Univ. Child Development Center, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 84
NOTE- 51p.; For related documents, see EC 171 305-308.
GRANT- DHHS-PHS-MCJ-113368-01-1
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Community Programs; *Disabilities; Political Power; *Power Structure

The workbook is intended to help people working on a community level to secure services for handicapped children. It assumes that the reader already has gathered data to determine gaps in the community's existing service system and that a list of needed services has been identified and prioritized. An introductory section examines what is meant by power brokering, and outlines five preliminary steps: (1) analyzing in detail service needs; (2) rechecking for self-help feasibility; (3) double checking that services needed are not already mandated by law to be administered by someone else; (4) reviewing analysis of service components; and (5) planning the strategy for power brokering the feasible, needed services. A sample worksheet of a community's planning for a parent support and training service is presented. The second section describes and provides worksheets on four basic kinds of power: knowledge, individuals with special skills and talents, groups of people with potential to use their mutual concerns, and material things. The final section suggests keys to successful power brokering and offers examples of effective action. (CL)

ED 252 124 HE 017 953

Counelis, James Steve
Merit Compensation and Higher Education.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 7-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Compensation (Remuneration); Definitions; Higher Education; *Merit Pay; Professional Recognition; *Teacher Attitudes

The concept of merit compensation is clarified from both administrative and faculty perspectives, and the conceptual sources of the controversy surrounding "merit" are addressed. Using the lexical tradition of the verb "to merit," four distinct semantic components are identified: to earn, to deserve, to value or give preference, and to obtain one's share. A Venn diagram is used to illustrate the full semantic domain of this verb. Up to 1960, the dominant ethos that motivated and guided academic administration was that of the guild of scholars. Given the current business ethos of college administrations, the verb "to merit" is construed to mean either "to earn," or "to deserve," or "to value or give preference." Therefore, merit compensation may be construed to be whatever a faculty salary schedule reads, perquisites of status, or a prize for performance, analogous to the bonus in business. However, faculty, who have not given up their guild orientation, construe "to merit" to mean "to earn deservedly that which is valued." Merit compensation is understood by faculty to be a deserved earning reflecting esteem. It is recommended that campuses develop a common axiological language and shared hierarchy of values. (SW)

ED 252 195 IR 011 457

Learning at a Distance. Report on the DSE Conference (West Berlin, Germany, June 2-7, 1982) in Connection with the World Conference of ICCE (12th, Vancouver, Canada, June 8-17, 1982).

German Foundation for International Development, Bonn (West Germany).

REPORT NO.- DOK-1131-A/a; SE-22-56-82

PUB DATE- 82

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cooperative Programs; *Correspondence Study; *Developing Nations; *Distance Education; Financial Support; Foreign Countries; International Organizations; *Planning; *Program Development; *Program Implementation; Teaching Methods

IDENTIFIERS- *Africa

Two international meetings on distance education are summarized in this report. The first, a preparatory seminar on "Staff Development for Distance Education," was held in Berlin to give African participants an opportunity to meet prior to attending the 12th World Conference of the International Council for Correspondence Education (ICCE) in Vancouver. Seminar activities centered around a working paper, "Co-operating at a Distance," in which J. Hakemulder presented practical guidelines for action oriented programs. A brief description of the ICCE conference is then provided, which includes observations on the status of distance education by representatives from Latin America, the United States, Canada, the USSR and Eastern Europe, Scandinavia, Africa, the Middle East, South Asia, the Far East, and Australia. The keynote address by Kevin C. Smith of the University of New England (Australia) is noted, and highlights of the plenary and parallel sessions that followed are given. Annexed materials, which make up about half of the report, include a list of participants in the Berlin seminar; an outline of the basic literature on distance education by B. Holmberg; the text of the keynote address, "Putting the Student First"; and a list of documents distributed by the German Foundation for International Development (DSE). (LMM)

ED 252 210 IR 050 947

Morante, Rosemary; And Others
Instruction in Library Media Skills. Supplement to A Guide to School Library Media Programs.
Connecticut Educational Media Association, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- 84
NOTE- 123p.; For related document, see ED 230 201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Elementary Secondary Education; Instructional Materials; *Learning Resources Centers; Lesson Plans; Library Equipment; Library Facilities; *Library Instruction; *Library Materials; Library Role; *Library Skills; Media Specialists; *School Libraries
IDENTIFIERS- Connecticut

This guide, a supplement to the 1982 "Guide to School Library Media Programs," is intended to help library media specialists, teachers, curriculum specialists, and administrators improve instruction and school effectiveness by providing an organized approach to teaching information skills in particular content areas. It is divided into three sections: the process of curriculum development, a suggested skills continuum, and sample unit and/or lesson plans. Included are general statements about the competencies that should be mastered by the students. Specific skills which must be tailored to the particular needs, goals, and objectives of the school and school district, are further refined in the "Library Media Skills and Competencies Grades K-12" section of this guide, in which the scope and sequences for skills are analyzed to identify the appropriate grade level(s) and subject area integration for maximum student learning. In "Skills Instruction," 17 sample lesson plans for Grades K through 12 contain sections on objectives, activities, materials/resources, and evaluation. In addition to language arts, social studies, science and mathematics, the lesson plans deal with money, music, art, computers, health, television, sports, and attitudes toward handicaps. An extensive bibliography is included. (THC

ED 252 224 IR 050 964

Gotanda, Masae
Public Library Automation Report: 1984.
Hawaii State Dept. of Education, Honolulu. Office of Library Services.
PUB DATE- Jul 84
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Data Processing; Library Acquisition; *Library Automation; *Library Catalogs; Library Circulation; Library Materials; *Library Technical Processes; Management Information Systems; Nonprint Media; *Online Systems; Physical Disabilities; Position Papers; *Public Libraries; Reference Services
IDENTIFIERS- *Hawaii; Machine Readable Cataloging; Online Catalogs

Data processing was introduced to public libraries in Hawaii in 1973 with a feasibility study which outlined the candidate areas for automation. Since then, the Office of Library Services has automated the order procedures for one of the largest book processing centers for public libraries in the country; created one of the first COM (computer-output-microfilm) catalogs to be produced; converted the manual catalog to machine readable form including records which go back to the beginning of the public library system; and undertaken the installation of an online circulation system. This paper reviews the major accomplishments and presents plans for the future in each of the following areas: acquisitions, catalog, serials, circulation, Hawaiiana, nonbook materials, management information systems, reference, computer literacy, library for the blind and physically handicapped, and office management. Related flowcharts, implementation schedules, and circulation statistics are included. (THC)

ED 252 253   JC 850 010

A Plan for Implementing a Differential Cost Funding System for the California Community Colleges: Report to the Legislature.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Dec 84

NOTE- 264p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- College Planning; *Community Colleges; *Educational Finance; *Finance Reform; Financial Policy; Financial Support; *State Aid; State School District Relationship; *Statewide Planning; Two Year Colleges .

IDENTIFIERS- *California Community Colleges

Prepared in response to a directive from the California Legislature, this report presents the results of a differential funding study for the California community college system. Part one provides a summary of the study and its findings, discusses elements of a proposed plan for the implementation of a differential funding system, and indicates what legislation would be required to implement the system. In Part two, chapter 1 provides a background to the funding study, including a history of community college funding in California, a discussion of the impact of changing funding policy and of reduced funding levels, and an overview of the expectations for differential funding. Chapter 2 presents the study plan and procedures, including information on advisory groups and staffing, guiding criteria, background, and research questions. Chapter 3 focuses on differential cost funding, highlighting state and local district interests, and advantages and disadvantages. After chapter 4 presents available data and a plan for obtaining additional needed data, chapter 5 offers a differential cost funding approach that indicates support categories, workload measures, support levels, analysis of impact on individual districts, adjustments for inflation, and incremental cost adjustments. Chapter 6 outlines a suggested plan for implementation, including elements of the plan, a suggested schedule, estimated costs, and legislative authorization needed. Appendices provide background data and reports. (HB)

ED 252 281 PS 014 767

Mohite, Prerana

A Classroom Instruction Program for Primary School Children with Learning Difficulties: Summary.

PUB DATE- 83
NOTE- 10p.; Based on a Ph.D. Dissertation, University of Baroda, 1983.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Elementary School Students; Foreign Countries; Grade 2; Grade 3; Indians; *Learning Disabilities; Low Income Groups; Primary Education; *Reading Difficulties; Reading Improvement; Reading Instruction; *Remedial Programs; *Screening Tests; *Writing Difficulties; Writing Instruction
IDENTIFIERS- *India

The aims of the study summarized in this document were to develop a viable classroom instruction program of reading and writing for elementary school children of standards (grades) 1 and 2 who faced difficulties in learning to read and write. Specific steps included: (1) developing a quick and easily administered screening device to identify children with learning difficulties; (2) identifying children in standards 2 and 3 of an Indian school with environmentally determined learning difficulties and those with true learning disabilities; (3) developing a graded classroom program for both groups of children; (4) implementing a 3 month program for children with learning difficulties; and (5) evaluating this program in terms of gains in children's performance and the feasibility of implementation. The screening device which was developed (Teachers Rating Scale) identified all 88 children in both standards as having learning difficulties. It permitted the division of these children into two groups according to the relative degree of their problems. The one child identified as learning disabled was tested further and an individual program was designed to make up for his deficiencies. Comparison of pre- and post-testing results indicated that the experimental group that received the remedial instruction improved significantly in reading. Among other recommedations, it is suggested that the reading program and Gujarati screening and testing tools be modified and standardized for wider usage. (CB)

ED 252 309 PS 014 834

Bennett, Maybelle Taylor
Making a Case for Children: Action on the Local and State Levels.
Coalition on Black Grants and Human Needs, Washington, DC.
PUB DATE- Oct 84
NOTE- 13p.; Filmed from best available copy. Paper presented at the Annual Meeting of the National Black Child Development Institute (Chicago, IL, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Block Grants; *Child Advocacy; Delivery Systems; *Federal Aid; *Financial Support; Minority Group Children; Needs Assessment; Program Effectiveness; Program Evaluation; *Social Services
IDENTIFIERS- *Advocacy Planning

Making a case for the funding of programs for children involves (1) developing a thorough knowledge of the needs of the children addressed; (2) identifying the resources available to meet those needs as well as establishing the processes by which the resources are distributed and identifying the principle actors and institutions controlling those resources; and (3) specifying intended remedies and remedial strategies for implementation. This process is exemplified in the approach the Coalition on Block Grants and Human Needs plans to take in making a case for low income minority children to have access to a greater share of Chapter 2 education monies. The approach involves five questions: Are the benefits of the program actually reaching those for whom they are intended? Are the results of the program measuring up to the goals set for it? Are the proposed programs and activities appropriate for meeting the needs of the program participants? Are those responsible for implementing the program easily accessible to the prospective participants and knowledgeable about and sensitive to their needs? Are program administrators doing what they said they would do for those served, and is service delivery adequately documented though publicly available records? (Concluding remarks relate 12 principles for effective use of information by advocates for increased services.) (RH)

ED 252 338 RC 015 091

Wilson, Alfred P.; Heim, John M.
Turnover of Rural Kansas School Superintendents from 1978-1984.
SPONS. AGENCY- Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Southwestern Conference for Rural Education (4th, Las Cruces, NM, November 2-3, 1984). For related document, see RC 015 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Elementary Secondary Education; Longitudinal Studies; *Rural Schools; *Superintendents; *Trend Analysis
IDENTIFIERS- *Central Office Administrators; *Kansas

Data from Kansas' 265 rural school districts from 1978-1979 through 1983-1984 revealed that there were 194 superintendent changes and 33 central office administrator changes during that period. Based on a total of 265 superintendencies and 46 central office administrator positions, the average number of superintendent changes per year was 32.33, with central office changes of 5.5 per year. Change as a percent of total change was 13% for superintendents and 12% for central office. A high of 44 total changes occurred in 1979-1980 with the low of 28 occurring in 1983-1984. A majority of districts maintained a high degree of stability; 113 districts retained the same superintendent all 6 years and 21 central office positions had no changes. Conversely, a minority of districts exhibited a volatile atmosphere: one district changed superintendents four times in 6 years, three districts changed superintendents every other year, and one changed central office administrators at the same rate. Economic conditions and declining enrollments (Kansas enrollments dropped 18.6% from 1971-1981) may affect the situation. Results are displayed as total changes by year and number of districts with changes from 1978-1984, from 1978-1980, and from 1981-1984. A list of districts included and a list of districts not included in the study are appended. (BRR)

ED 252 351 RC 015 109

Canham, Ronald R.
Interagency Coordination and Rapid Community Growth. Coping with Growth.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-22
PUB DATE- Aug 79
NOTE- 5p.; For related documents, see ED 225 754-755 and RC 015 106-117. Printed in colored ink on colored paper.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.25 ea. or $4.25 for 14-part series).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Community Coordination; Community Planning; *Coordination; *Coping; Economic Change; Leaders Guides; *Population Growth; *Program Development; *Program Implementation; Resource Materials; Rural Areas
IDENTIFIERS- *Impact

Promoting coordinated and/or joint programs among local agencies is one strategy small, rural communities can use to cope with rapid population and economic growth. Interagency coordination is a process in which two or more organizations come together to solve a specific problem or meet a specific need. Coordination means more than just cooperation and ranges from informal information exchanges to formalized, joint relationships. Interagency coordination is particularly needed in times of rapid growth to deal with an increasing number of agencies, an increasing complexity and comprehensiveness of individual and community needs and problems, and an increasing number of special interest groups. Benefits include reducing duplication and overlap, covering gaps and oversights, minimizing conflicts, and giving smaller agencies a voice. Barriers may arise because of administrator training (to lead, not coordinate), internal agency structure, agency reputation, unequal power among agencies, or unclear goals. Initiating interagency coordination efforts can be facilitated if local organizations: identify the impacted area, key organizations, resource flow; define problems, needs, coordination structure, objectives; get commitment to the problem and to coordination; work toward a consensus; follow an action plan; and make sure agencies are notified of any benefits of their contribution. The guide concludes with 7 references. (BRR)

ED 252 079 FL 014 744

Harper, Jane
Languages for Children at Tarrant County Junior College: A Ten-Year Report.
PUB DATE- 29 Mar 85
NOTE- 10p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; College Second Language Programs; Community Colleges; *Curriculum Development; Educational History; Elementary Education; *FLES; Program Descriptions; *Program Development; Secondary Education; *Second Language Instruction
IDENTIFIERS- *Tarrant County Junior College TX

In response to requests of adult students for foreign language instruction for their kindergarten and elementary school aged children, and after researching the availability of such instruction in the area, Tarrant County Junior College developed a series of nonsequential courses of 12 lessons each on common topics such as parts of the body, the family, the house, clothing, the beach, food, pets, the circus, and the professions that could be regrouped perodically so that students dropping out for a semester or more would be able to return with interest. Enrollment was limited to 15, and the courses were designed to suit the schedules of children and families. The emphasis was on listening comprehension and basic speech production. The materials development included production of "parent papers" to inform parents of each unit's content, and cassette tapes for students to take home. Spanish was the first language offered, and French and German were added within a few years. After 5 years, courses for junior high school students were added in all languages, and a course for students of a local private school and a conversational French practice course for high school students were also developed. The most difficult problem in the program's 10 years has been finding good teachers, and most of the instruction has been by part-time faculty. Other major considerations are scheduling and coordination of classes, providing materials and equipment, design of publicity, and student recruitment. (MSE)

Ohio Resource Network: Mobilizing Colleges and Universities to Benefit Business & Industry.
Ohio Board of Regents, Columbus.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; Career Counseling; Case Studies; *Higher Education; *Industry; Money Management; Personnel Management; *Productivity; Program Descriptions; *School Business Relationship; Staff Development; *Technical Assistance; *Technology Transfer
IDENTIFIERS- *Ohio

The Ohio Resource Network's potential usefulness to Ohio's businesses and industries are discussed. The network provides Ohio executives and managers the resources of 62 state-assisted colleges and universities. Faculty can assist business/industry in five types of applications: using the latest technology, increasing productivity, financial planning, training and human resource development, and planning a new business. Particular kinds of assistance that might be provided include: conducting feasibility studies for new business ventures, product testing, basic research, advice on cash flow management, recommendations for time and space management, technical training, designing and evaluating personnel management systems, and counseling and career planning services. Twenty projects that have resulted from the network are briefly described, four projects for each of the five types of applications. A directory of contacts at each institution is also included. In addition to state-assisted schools, six statewide programs are available to Ohio Resource Network clients: the Ohio Technology Transfer Organization, Urban Studies Centers, Ohio Inter-University Energy Research Council, Ohio Coal Research Laboratories Association, Inc., Ohio Job Training Consortia, and Small Business Institutes. (SW)

ED 252 152 HE 018 012

Walters, Paul R.; Sedlacek, William E.
Sex and Race Differences in Dieting and Exercise among University Students. Research Report #3-84.
Maryland Univ., College Park. Counseling Center.
PUB DATE- Mar 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Body Image; *Body Weight; *College Freshmen; *Eating Habits; *Exercise; Females; Food; Higher Education; Institutional Research; Males; Nutrition; *Racial Differences; *Sex Differences; Student Attitudes; White Students
IDENTIFIERS- *University Of Maryland College Park

The attitudes of college students toward diet and exercise were studied, with attention to whether attitudes varied by race and sex. A survey, which included items from the Eating Attitudes Test, was administered to 727 entering freshmen: 305 white females, 286 white males, 46 black females, and 38 black males. The findings showed that diet and exercise are relatively independent activities for men, but for women, they seem to be linked together as a means toward the common end of obtaining the ideal body type. White females were more concerned with diet and weight control than were black women or men of either race. Black men were most likely to exercise regularly, and white men were most likely to eat the same foods each day. This study, which was done on a general population of students, suggests that problems relating to diet, exercise, and body image may be widespread for women, and are an important part of their adjustment to college life. The findings may be useful to counselors and advisers. (Author/SW)

ED 252 166 HE 018 041

Douglas, Joel M., Ed.

Is Concession Bargaining a Threat to Stability in Higher Education Collective Bargaining?

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Dec 84
NOTE- 8p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Case Studies; *Collective Bargaining; *College Faculty; Contracts; Faculty College Relationship; Higher Education; *Negotiation Agreements; Reduction in Force; Retrenchment; *Teacher Dismissal; Tenure; *Tenured Faculty; *Unions
IDENTIFIERS- Concession Bargaining; *Monmouth College NJ

The complexities and realities of concession bargaining are discussed, and a case study for Monmouth College is presented. Concession bargaining is contract modification bargaining: certain benefits that resulted from the collective bargaining agreement are relinquished. Generally, management obtains concessions from the union. The employer seeking concessions has the obligation of having to show cause why changes are warranted. The most widely used concession models are: givebacks, buybacks, rollbacks, and takebacks. Because of financial difficulties and declining enrollment, Monmouth College proposed the elimination of 10 tenured faculty from low enrollment departments. The faculty voted to reject the proposed agreement and agreed to defer 1 percent of the additional 2 percent to be contributed by the administration to faculty pension plans. This sum amounted to about $50,000. The college agreed not to send notices of release to faculty during the academic year providing that a sufficient number of faculty took advantage of buyout provisions. Four alternatives to terminating tenured faculty were created: buyout of tenure, phased retirement, retraining, and administrative appointments. The case study includes remarks by Professor Philip A. Donahue, Provost Eugene J. Rosi, and Dean Richard Benjamin. (SW)

ED 252 239 IR 050 981

Machalow, Robert
Computer Based Library Orientation.
PUB DATE- 84
NOTE- 44p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Higher Education; *Library Instruction; *Library Materials; *Library Skills; *Microcomputers; Workbooks
IDENTIFIERS- *City University of New York York College

This document presents computer-based lessons used to teach basic library skills to college students at York College of the City University of New York. The information for library orientation has been entered on a disk which must be used in conjunction with a word processing program, the Applewriter IIe, and an Apple IIe microcomputer. The lessons provide instruction in four basic areas: the card catalog, indexes, periodicals, and locating books on the shelves. Throughout the lessons, students are instructed in the basic areas and are required to load the various sections into the computer's memory. Thus, the student actively participates in the educational process. Step-by-step lessons are accompanied by sample library cards, excerpts from periodical indexes, and library-specific microfilm holding lists. (THC)

ED 252 392 SE 045 311

Biddulph, Fred; Roger, Juliet

Exploring an Alternative Science Teaching Approach. Learning in Science Project (Primary). Working Paper No. 109.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Feb 83

NOTE- 29p.; For related document, see SE 045 303.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Instructional Innovation; Learning Strategies; *Questioning Techniques; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Methods

IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

An alternative teaching model has been proposed by the Learning in Science Project (Primary)--LISP(P). The model uses a six-step approach (outlined in an appendix) which fosters an environment in which children can ask questions about a situation, offer explanations, carry out investigations, and report their findings. This paper reports on the experiences of a first-year teacher and her 29 students using the alternative approach during 12 lessons on seeds (each consisting of approximately 30-45 minutes) spread out over 5 weeks. Data were obtained by observing and audiotaping classroom interactions and through observations of and discussions with children during the first three lessons. Analyses of the lessons are presented, followed by a discussion of: features of the children's questions; features of their discussions, explanations, and ideas; and their responses to the alternative teaching approach. The teacher's initial thoughts and feelings about the approach and the perceived difficulties and advantages of the approach are also discussed. The advantages include fostering positive attitudes toward science and providing insight into children's ideas and views of the world about them. In addition, information is provided on what children regard as important and interesting about seeds and on their prior knowledge of the topic. (JN)

ED 252 096 FL 014 789

Leben, William R.; And Others

Hausar Yau Da Kullum: Intermediate and Advanced Lessons in Hausa Language and Culture.

Stanford Univ., Calif. Dept. of Linguistics.

SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.

PUB DATE- Jun 84

NOTE- 152p.

GRANT- G00-83-1851

LANGUAGE- Hausa; English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- African Languages; Class Activities; *Cultural Education; Curriculum Guides; *Grammar; *Hausa; Instructional Materials; Second Language Instruction; *Vocabulary

A teaching guide containing 24 lessons in intermediate- and advanced-level Hausa contains materials developed in a U.S. Department of Education sponsored Advanced Hausa Institute. The lessons contain teacher notes, a dialogue, and notes on related grammar and vocabulary. (MSE)

ED 252 002 EC 171 157

Byrd, E. K.; Elliott, T. R.
Attitude Change toward Disability through Television Portrayals with Male College Students.
PUB DATE- Mar 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984). Tables referred to in this paper were not included in the document received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Attitude Change; *Characterization; College Students; *Disabilities; Grade 8; Student Attitudes; *Television

Two studies were designed to assess the extent to which portrayal of disability on television programs affects attitudes toward the disabled. In study I, eighth graders who viewed an episode of a television series--an episode featuring a blind character--did not reveal significant changes in attitudes when compared to a control group, composed of eighth graders who viewed another episode of the series--an episode with no depiction of disability. It was found, however, that Ss who viewed a professional film designed to educate regarding disability did have significantly altered attitudes. In study II, college males revealed similar patterns of attitude change after viewing the educational film. It was suggested that the film was effective because it provided information that would facilitate better interaction, thus reducing anxiety in nondisabled persons. Passive participation and the subtle nature of the information provided were thought to have been factors in the lack of attitude change produced by the portrayal of disability in the television program episode. (CL)

ED 252 018 EC 171 175

George-Nichols, Nancy; And Others

Special Education Instructional Skills Guide for Identifiable Perceptual or Communicative Disorders (IPCD) and Significant Identifiable Emotional or Behavioral Disorders (SIEBD) K-12.

Denver Public Schools, Colo.

PUB DATE- 82

NOTE- 51p.; Prepared by the Department of Special Education. This guide was developed with a federal grant from Title VI B.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communication Disorders; *Daily Living Skills; Elementary Secondary Education; Emotional Disturbances; *Language Skills; *Learning Readiness; *Mathematics Skills; *Mild Disabilities; Perceptual Handicaps; Student Educational Objectives; *Task Analysis

The guide is intended to provide information on appropriate programing for elementary and secondary pupils with either perceptual/communicative or emotional/behavioral disorders. The guide, which is patterned after regular education objectives, offers comprehensive task analysis in four content areas (subtopics in parentheses): (1) readiness skills (visual, auditory, motor channels); (2) mathematics (whole numbers, rational numbers, decimals, percents, geometry, money, calendar, time); (3) language arts (communication skills, reading, written language); and (4) daily living skills (transportation, finances, forms and applications, consumerism, telephone use, health and safety). Objectives within each domain are offered to assist in the development of goals and short term objectives as well as the evaluation of classroom materials for completeness of content and sequencing of skills. (CL)

ED 252 065 FL 014 717

Ochs, Elinor; Schieffelin, Bambi B.
Language Acquisition and Socialization: Three Developmental Stories and Their Implications. Sociolinguistic Working Paper Number 105.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anglo Americans; *Communication (Thought Transfer); Comparative Analysis; Cross Cultural Studies; Cultural Context; Foreign Countries; *Language Acquisition; *Middle Class; Samoan; *Social Development; *Socialization; Sociolinguistics
IDENTIFIERS- Kaluli; *Kaluli People; *Samoans

Two claims are made concerning the interrelationship of language acquisition and socialization processes: (1) the process of acquiring language is deeply affected by the process of becoming a competent member of a society; and (2) the process of becoming a competent member of society is realized to a large extent through language and through acquiring knowledge of its functions, social distribution, and interpretations in and across socially defined situations. These claims are supported with evidence derived from a comparison of the social development of children in three societies: Anglo-American white middle class, Kaluli (Papua New Guinea), and Samoan. Specific theoretical arguments and methodological procedures for an ethnological approach to language development are presented, focusing on developmental research with interests and roots in language development rather than anthropological studies of socialization. Five specific aspects of the ethnological model of language acquisition are addressed: (1) the cultural organization of intentionality in language use; (2) the integration of sociocultural knowledge and code knowledge; (3) the unevenness of language development and the priority contexts for language acquisition; (4) the relationship between child language and caregiver language, specifically the lack of match between them; and (5) the role of biology in language acquisition. (MSE)

ED 252 138 HE 017 976

Application Statistics, 1983.

Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.

REPORT NO.- ISBN-0-88799-193-9
PUB DATE- Dec 84
NOTE- 54p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Applicants; *College Choice; College Freshmen; College Programs; *Enrollment Trends; Foreign Countries; *Full Time Students; Higher Education; Intellectual Disciplines; Majors (Students); Place of Residence; School Statistics; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Summary statistics on fall 1983 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. In addition to application and registration ratios for 1973-1982, data are provided on: applicants and registered applicants by university and student category for 1983; applicants and registered applicants by choice preference (first, second, and third) by university; applicants and registered applicants by academic program and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; distribution of applicants by geographic origin, age, and sex, country of citizenship, and immigration status. Comparative data for 1982 are included. (SW)

ED 252 180 IR 011 439

Ashmore, Timothy M.

Evaluating CAI Material for the Microcomputer.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, IL, November 1984). Appendix A contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Evaluation Criteria; *Evaluation Methods; Material Development; Media Selection; *Worksheets
IDENTIFIERS- *Software Evaluation

The relative worth of any evaluation instrument depends on user needs and the material being evaluated. Potential users of a good computer assisted instruction (CAI) instrument include purchasers, authors, reviewers, and publishers of CAI materials. Although each user has unique needs, a good instrument will serve both to educate and discriminate, and typically addresses the biographical/bibliographical data, content data, documentation, and special characteristics of the program. This study evaluated nine published evaluation forms according to criteria that related to whether and how the forms addressed supplier data, cost, name/subject, grade level, computer type, memory requirements, program type, program accuracy, teaching aids, attention/interest, clarity of purpose, field testing, course/grade, prerequisite skills, related materials, clarity of directions, recordkeeping, graphics/animation/sound, time required, lesson difficulty, writing quality, and number of students who can use the instrument at the same time. Based on the results, an instrument was developed that combined and slightly altered the courseware evaluation instrument of the Northwest Regional Educational Laboratory and the Software Evaluation Checklist of the National Council of Teachers of Mathematics. The evaluation results, the new form, and a nine-item bibliography are included in this report. (LMM)

ED 252 225 IR 050 965

The Regents and Library Service.

New York State Library, Albany.

PUB DATE- 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- History; Library Cooperation; *Library Networks;
*Library Services; Position Papers; State Departments of Education;
State Legislation; *State Programs; *Trustees
IDENTIFIERS- *New York; *New York State Regents

This Spring 1984 issue of The Bookmark comprises articles examining many aspects of the contribution of the University of the State of New York Board of Regents to the growth and development of library programs in the state. The authors and their topics were selected to show the wide range of concerns and interests that the Regents have had in fostering and nurturing the expansion of libraries and library systems to strengthen education in New York State. The issue comprises: (1) "In Perspective" (E. J. Josey); (2) "The Role Libraries Can Play in the Development of Individuals" (Kenneth B. Clark); (3) "The Regents and Libraries in Nineteenth Century New York" (James Corsaro); (4) "The Regents and the Development of Statewide Library Policy and Program, 1905-1950" (E. J. Josey); (5) "A Review of the Board of Regents and State Education Department's Reports and Recommendations, 1956-1983" (Miriam Braverman); (6) "The Emergence of Multitype Library Resource Sharing: The Reference and Research Library Resources Systems and Beyond" (Jane G. Rollins); (7) "School Libraries in New York State: Their Roots" (Beatrice Griggs); (8) "The Regents and the Professional Librarian" (Gerald Shields); (9) "Independent Learners, Libraries, and the Regents" (Barbara Shapiro); (10) "Access Issues in an Information Age" (Andrew Geddes); (11) "New York--Where Learning Never Ends: The Library--A Position Paper" (Mildred Lowe); (12) "The Public Libraries of New York from a National Perspective" (Brooke E. Sheldon); and (13) "The Regents and Library Aid Legislation in the 1970's and 1980's" (Joseph F. Shubert). (THC)

ED 252 295 PS 014 808

Jambor, Tom

Classroom Management and Discipline, Without Corporal Punishment, in Norwegian Elementary Schools.

PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Corporal Punishment; *Discipline; Elementary Education; Foreign Countries; Humanistic Education; Naturalistic Observation; Parent School Relationship; Questionnaires; Teacher Attitudes; *Teacher Behavior; Teacher Education
IDENTIFIERS- *Norway; *Recess Time

Increasing consideration is being given in the the United States to moving away from corporal punishment as a discipline alternative. Therefore, it is important to look at the experiences of countries such as Norway that have abolished corporal punishment. In this study, questionnaires regarding classroom management techniques were completed by 286 primary level teachers from 63 rural and urban schools in Norway. Almost all students were middle class and Norwegian-speaking. Praise, providing an enjoyable activity, and giving extra recess were the most frequently used reward techniques. Verbal reprimands were the most frequently used negative reinforcement. Other frequently used management techniques were moving the disturbing pupil away from the distracting stimulus, making eye contact, and making physical contact by placing a hand on the pupil's shoulder or arm. Techniques spontaneously suggested by teachers focused on listening, discussing, and communicating expectations. Teachers also indicated good working relationships with parents. Many behavior modification and punishment techniques used in the United States were either not used at all or used by very few. While Norwegian teachers indicated interest in learning more about classroom management techniques, it was concluded from 12 months of observation that this interest was not due to inadequate classroom management. It was suggested that more frequent recesses may help to reduce discipline problems. (CB)

ED 252 378 SE 045 295

Chandler, William U.
Energy Productivity: Key to Environmental Protection and Economic Progress. Worldwatch Paper 63.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-63-1
PUB DATE- Jan 85
NOTE- 66p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Economic Progress; *Energy; *Energy Conservation; *Futures (of Society); Manufacturing Industry; Physical Environment; Policy Formation; *Productivity; World Problems
IDENTIFIERS- *Environmental Protection

This report examines various topics and issues related to worldwide energy productivity and energy conservation. Following an introduction, these issues are considered in 6 sections focusing on: (1) energy demand projections (with data on 1982 energy consumption in selected countries); (2) continued industrial efficiency gains (including data on energy use in steel manufacturing and electrical energy use in aluminum smelting in major producing countries, ranked by efficiency); (3) the saving of oil in transportation (with data on 1982 automobile fuel economy in selected countries); (4) improvements in the energy use in buildings and appliances; and (5 and 6) two contrasting views of the world energy future. The first view indicates that global energy demand will double by the year 2025 while the second, based on an understanding of energy conservation, shows how demand could be held to a much smaller increase, stretching nonrenewable energy supplies and facilitating the use of renewable resources. Governmental policy initiatives designed to achieve the desired conservation potential are addressed. The crucial policies to be implemented include market pricing of energy, elimination of subsidies for energy use, implementation of regulations to overcome market failures, provision of consumer information, research and development, and visible encouragement of conservation by leaders at all levels. (JN)

ED 252 196 IR 011 458

Wiley, Ann L.
Learning Environments: An Instructional Module.
PUB DATE- 30 Jun 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Building Design; *Classroom Design; Color; *Color Planning; *Design Requirements; *Educational Environment; *Facility Guidelines; Furniture Design; Independent Study; Learning Modules; Training; Windows
IDENTIFIERS- Educational Technologists

This self-instructional module includes learner objectives, text, practice exercises and answer sheets addressing developments in research on learning environments and why instructional technologists should take the lead in applying the resulting knowledge to the design of training areas. Favorable learning environments are described in general terms, and specific characteristics of well-designed training facilities are described in detail. Elements covered include classroom size and shape, window and wall structure, and furniture design. The use of color and its psychological effects are also examined. A 15-item test is included. (Author/LMM)

ED 252 254 JC 850 014

Osborn, Frances P.
Teaching Values through Literature in Vocational Curricula.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Community College Humanities Association Workshop (Dallas, TX, October 26-27, 1984).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; Community Colleges; *Curriculum Enrichment; Humanistic Education; *Interdisciplinary Approach; *Liberal Arts; *Literature; Two Year Colleges; *Values Education

From the earliest literary forms, myths, parables, and oral histories, literature has held human values up to the light and given life to the problems of being human. Little else in students' lives provides room for the consideration of values and provides them with a foundation to understand and confront the unavoidable failures and even successes of life. In spite of literature's importance in illuminating values, literature enrollments have declined in both two- and four-year colleges; English departments are focusing increasingly on writing; and the English major itself is changing to require more writing and less literature. Some trends, however, offer a ray of light for literature courses, such as, the groundswell for increasing liberal education for all students and the interest of older students in literature and other enrichment courses. Given the curricular prominence of career education and the tendency of vocational students and their advisors to avoid literature classes, liberal arts faculty should explore ways of tightening the ties between career and liberal education. Team-taught courses, emphasizing the applicability of literature to particular careers, operate as an important recruitment tool. Community business leaders, who have an understanding of the value of liberal arts for business and industry, should be invited to share their perceptions with the makers of career program curricula. Separating liberal arts and career preparation reflects a dangerous and destructive dualism, which must be overcome. (LAL)

ED 252 268 JC 850 039

Fernandez, Thomas V.; And Others
Academic Performance of Community College Transferees.
Nassau Community Coll., Garden City, N.Y.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Graduates; *College Transfer Students; Community Colleges; Dropouts; Grades (Scholastic); Postsecondary Education

A study was conducted at Nassau Community College (NCC) to determine how transfer students' performance at NCC compared with their performance at baccalaureate institutions; to compare the academic performance of graduate transfers with non-graduate transfers; and to determine what percentage of the transfers graduated from the baccalaureate institution within a 2- to 3-year period. Based on data supplied by 11 of the 16 four-year colleges receiving the largest numbers of NCC transfers, study findings included the following: (1) 44% of the transfer students were enrolled in a business major; (2) the correlation between the grade point average (GPA) of transferees at NCC and at the baccalaureate institute was .49154; (2) the correlation between two- and four-year college GPA's was higher among graduates than among non-graduates; (3) 50% of the NCC transfers graduated from the four-year institution within 2 years and an additional 10% within their third year; (4) 51% of the NCC graduates and 42% of the non-graduates graduated from the four-year college within 2 years. (LAL)

ED 252 310 PS 014 835

Huhnke, Cynthia A.
An Annotated Bibliography of the Literature Dealing with Enhancing Student Motivation in the Elementary School.
PUB DATE- Jun 84
NOTE- 40p.; Exit project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Students; Elementary School Teachers; Incentives; *Motivation Techniques; *Rewards; *Student Motivation; *Teacher Behavior
IDENTIFIERS- Extrinsic Motivation; Intrinsic Motivation

The classroom teacher needs to be able to arouse the interest of students and maintain motivation levels sufficiently high to keep students involved in learning tasks. This study describes techniques that will enable the teacher to make decisions about appropriate learning activities and student reinforcement procedures. The topic is discussed in a brief introduction, and a glossary of terms is presented. In the next section, 39 research articles are briefly annotated. Articles cover two topics: teacher behaviors and classroom climate, and factors to consider in using rewards. The findings of these studies are discussed in a five-page summary. Four recommendations are given on the basis of this research: (1) The classroom teacher should take responsibility for providing an atmosphere conducive to motivation for all students; (2) All students should be given opportunities for successful learning experiences; (3) All students should be allowed to help determine their educational goals; and (4) External reinforcement systems should be used only when necessary to engage student involvement and should be selected and monitored carefully. (CB)

ED 252 325 PS 014 899

Characteristics of Households with Children Enrolled in Elementary and Secondary Schools.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-105b
PUB DATE- Sep 84
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Comparative Analysis; Demography; Elementary Secondary Education; *Enrollment; *Family Characteristics; National Surveys; *Private Schools; *Public Schools; *Statistical Data

Data obtained from the 1982 Current Population Survey conducted by the United States Bureau of the Census permit a series of comparisons between households with children enrolled in public schools and those with children enrolled in private schools. The estimates included in this report are based on data from a sample of approximately 60,000 occupied households in 629 areas of the country. These areas include 1,148 counties, independent cities, and minor civil divisions. Charts and tables specify (1) the number and percent of households with children 3 to 20 years old enrolled in grades 1 through 12 by selected demographic characteristics; and (2) percent of households having children enrolled in grades 1 through 12 by type of school and, serially, by children enrolled per household, family income, type of worker, educational attainment level, race/ethnicity, and marital status. The report also provides definitions of terms, a list of states in the four geographical regions of the United States, a discussion of the source and reliability of estimates, and tables noting standard errors of measurement. (RH)

ED 252 364 RC 015 129

Este, Robert A.
Native Indian Education and Clinical Supervision.
PUB DATE- Jul 84
NOTE- 22p.; Paper presented at the Mokakit Native Indian Education

Research Association Conference (London, Ontario, Canada, July 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; Elementary Secondary Education; *Ethnocentrism; Foreign Countries; *Formative Evaluation; Summative Evaluation; *Supervisory Methods; Supervisory Training; Teacher Effectiveness
IDENTIFIERS- Canada; *Clinical Supervision; *Supervisor Supervisee Relationship

This paper introduces the concept of clinical supervision as a formative evaluation tool for "fine tuning" already familiar teaching techniques and explores the implications of ethnocentrism in using clinical supervision in Native Indian education. The underlying philosophy of clinical supervision is expressed as a strong humanistic perspective coupled with advisement regarding expertise in teaching. The clinical supervision cycle is explored and the foundations of a successful clinical supervision experience are examined. The two foundations are identified as a healthy supervisor-supervisee relationship, and an understanding of criteria of effective teaching. Problems with acceptance of clinical supervision are briefly mentioned in terms of traditional teacher resistance to summative evaluation. The Anglo perspective of "failure" of Native Indian education is presented as an example of an Angloethnocentric view of adaptive Native Indian culture and teaching and learning styles. The application of Anglo criteria of teaching effectiveness in Native Indian education is presented as the foremost obstacle to effective clinical supervision in Native Indian educational contexts. Cautions are emphasized with regard to practicing supervision from a limited, ethnocentric conceptual base. Finally, recommendations are presented regarding the acquisition of increased knowledge about and expertise in clinical supervision, and awareness of cultural bias. (Author/BRR)

ED 252 393 SE 045 312

Osborne, Roger; And Others

Confronting the Problems of Primary School Science. Learning in Science Project (Primary). Working Paper No. 110.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Dec 82

NOTE- 17p.; For related document, see SE 045 303.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Concept Formation; *Curriculum Development; *Educational Objectives; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Research Needs; Science Curriculum; Science Education; *Science Instruction; Science Projects

IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The Learning in Science Project (Primary)--LISP(P)--was designed to investigate the teaching and learning of science in the primary school. This paper summarizes the work undertaken and the findings obtained during the first 9 months of the project. During the first 6 months, an exploratory phase, similar to the original Learning in Science Project (LISP), was undertaken. Based on interviews with educational personnel and students and on observations of classroom interactions, difficulties in teaching science related to teacher background, organization, and the aims of science education were found. In addition, it was found that children have strong views about topics prior to learning, that these views are often different from scientists' views, and that these views can remain uninfluenced (or be influenced in unanticipated ways) by science teaching. A perspective on primary school science is offered with implications related to science topics and concepts, doing things, skills of investigations, student explanations, teaching strategies, and classroom implementation. The paper concludes with summaries of six LISP(P) studies. Areas investigated include: topics children are most interested in; questions children ask in a given situation; questions of greatest interest to children; and explanations or answers to questions generated by children. (JN)

ED 252 406 SE 045 325

Biddulph, Fred
Pupils' Ideas about Flowering Plants. Learning in Science Project (Primary). Working Paper No. 125.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Oct 84
NOTE- 44p.; For related document, see SE 045 303. For both versions of the teacher handbooks, see SE 045 319.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Botany; Comprehension; *Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; Plant Identification; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Plants (Botany); Science Education Research

The Learning in Science Project (Primary)--LISP(P)--investigated the ideas and interests children have about flowering plants (in particular whether these plants have a life cycle). Data were obtained from: individual interviews with children, ages 7- to 14-year-old (10 students for each age level), using the "interview-about-instances" (IAI) procedure; a survey of 351 students to establish the prevalence of ideas that emerged during the interviews; and whole-class sessions to elicit questions children have about flowering plants. Results are presented, analyzed, and discussed in separate sections representing students' views about: the instances and non-instances of flowering plants; the functions of flowers, fruit, and seeds; and the reproduction of certain plants. A separate section is devoted to other ideas (such as all plants having seeds) expressed during interviews. One finding noted is that only 4 students (out of the 80 interviewed) had an idea of the flowering plant life cycle similar to that of a biologist's view. Implications for science instruction, based on this and other findings, are discussed, such as providing experiences for students to see different plants in flower, fruit, and seed stages. (IAI cards, the classroom survey questionnaire, and initiating strategies to elicit students' questions about flowering plants are included in appendices.) (JN)

ED 252 422 SE 045 344

Andersen, Lorri

Aerated Lagoons. Student Manual. Biological Treatment Process Control.

Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 55p.; For related documents, see SE 045 333-354. Unit should be used in conjunction with the facultative lagoon unit (SE 045 341-342).
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Aerated Lagoons; Unit Processes

This student manual contains the textual material for a unit which focuses on the structural and operationally unique features of aerated lagoons. Topic areas discussed include: (1) characteristics of completely mixed aerated lagoons; (2) facultative aerated lagoons; (3) aerated oxidation ponds; (4) effects of temperature on aerated lagoons; (5) mechanical surface aerators; (6) diffused air aerator; (7) lagoon testing; (8) design considerations; (9) operational considerations; and (10) maintenance. A list of objectives, glossary of key terms, list of references, and student worksheet are included. This unit is heavily dependent upon information presented in the unit on facultative lagoons and the two units should be presented together. If it is necessary to present only aerated lagoons, material from the facultative lagoon unit should be referenced and students encouraged to read it ahead of time. (JN)

ED 252 437 SO 016 004

Franklin, Edward; And Others
War: Images of America. Social Studies Unit, Secondary Grades 7-12.
Chevron, U.S.A. Inc., San Francisco, CA. Chevron School Broadcast.
PUB DATE- 83
NOTE- 34p.; For other kits in this series, see SO 016 005-007. Reproductions of filmstrip frames may not reproduce clearly.
AVAILABLE FROM- Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing 1 filmstrip, audiocassette, teacher's guide, and wall poster (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; Discussion (Teaching Technique); *History Instruction; Instructional Materials; Propaganda; Secondary Education; Social Attitudes; *Social Studies; *United States History; Units of Study; *War

Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide helps secondary school teachers supplement social studies materials dealing with wars over the past 200 years. Using authentic visuals including paintings, drawings, engravings, posters, photographs, songsheets, and cartoons, the materials offer students a survey of ways in which war has been presented through the various media. Beginning with complex reasons for going to war, both as a nation and as an individual, the guide depicts the role that propaganda and the glorification of war have played in these decisions. Intended to develop the ideas presented in the filmstrip, the guide presents an introduction to material covered in the filmstrip, suggestions for classroom use (e.g., preparation for visual appreciation, history review, vocabulary check, and a review of major American wars), the script, reproductions of filmstrip frames, follow-up points for discussion, follow-up projects, notes on the visuals, a list of 13 recommended references, and a glossary of unfamiliar terms. (LH)

ED 252 451 SO 016 089

Petry, John R.
Student Discipline in Colonial America.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colonial History (United States); Corporal Punishment; *Discipline; *Educational History; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Student School Relationship
IDENTIFIERS- Puritanism; *United States

The basis for the severe discipline imposed on school children in colonial America, especially in the Puritan colonies, was the belief in original sin. The child was regarded as being born in sin and thus depraved and prone to sin. The purpose of education was to enable children to read the Bible and thus change the behavior which otherwise would lead to damnation. The Puritan teacher was to apply constant discipline so that the ways of the child, characterized by idleness and foolish talking, would give way to the disciplined behavior that was the sign of the elect. Children were expected to act as adults and the rules they were expected to adhere to were strict, leaving little leeway for play or joyfulness. Harsh punishments for minor infractions were common. Beatings and other forms of corporal punishment occurred regularly; one legislator even suggested capital punishment for children's misbehavior. Religious instruction was an integral part of the curriculum. While the extreme disciplinary measures of the colonial period have disappeared, concepts of thrift, the involvement of government in public education, hard work, moralism, and separation of church and state have remained to influence contemporary society. (IS)

ED 252 466 SO 016 124

Willers, Jack Conrad

The International Politics of Peace Education: The Conflict between Deterrence and Disarmament.

PUB DATE- Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Controversial Issues (Course Content); Curriculum Design; *Disarmament; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; Interdisciplinary Approach; *International Relations; Nuclear Warfare; *Peace; Politics; World Problems
IDENTIFIERS- Great Britain

The main impetus for peace education is the arms race, which places peace education in the conflict between conservatives advocating increased nuclear deterrence and liberals supporting nuclear disarmament. In the United States, education for peace is still in its infancy. Other developed nations, such as the Scandinavian countries and to a lesser degree Great Britain, have allocated more resources to peace education. Britain's experiences with this subject foreshadow future conflicts in the United States. There, conservatives have claimed that peace studies serve as a smokescreen for unilateral disarmament and left-wing politics and that peace studies are unsuitable for schools because they lack intellectual rigor and substance, are too complex for students to grasp, encourage prejudice, and attempt to manipulate the ideologies of young people, and that the results of such studies cannot be measured by standardized tests. These objections can be countered. For example, peace education, as an interdisciplinary approach, can be rigorous. Further, peace is no more complex a subject than are history, civics, and geography. Finally, all education, not just peace studies, shows a bias toward a preferred life-style, and if peace education does not fit in with greater standardization, then that is a virtue, not a fault. (IS)

ED 252 481 SO 016 175

Murphy, Mary Brugger
A Guide to Intergenerational Programs.
National Association of State Units on Aging, Washington, DC.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 84
NOTE- 80p.
CONTRACT- AoA-90-AM-1/04
AVAILABLE FROM- National Association of State Units on Aging, Suite 208, 600 Maryland Avenue, S.W., Washingotn, DC 20024 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging Education; Annotated Bibliographies; *Community Programs; Elementary Secondary Education; Higher Education; Models; *Older Adults; Organizations (Groups); Program Descriptions; School Community Programs; Youth Programs
IDENTIFIERS- *Intergenerational Programs

This report provides information on the content, impact, and characteristics of over 50 model intergenerational programs across the United States. It is organized along a continuum starting with programs involving the most physically capable and mobile persons and moving toward those in which the older person is in increasing need of support and service. The report provides (1) ideas for types of intergenerational programs that might be appropriate responses to local needs, (2) models of sound practice, (3) information about individuals, organizations, and clearinghouses that provide expertise in special program areas, and (4) resources on program development. Programs in the first section describe complementary ways in which the need for suitable child care has been met by older persons needing stimulation, social contact, and/or added income. Fifteen programs incorporating intergenerational programs into elementary, secondary, and higher education are described in the second and third sections. The fourth section focuses on the supportive role played by many older persons in their relationships with children and youths who are "vulnerable" (e.g., abused and/or neglected children, juvenile delinquents, and runaways). Subsequent sections describe programs involving older persons in political action and community planning; arts, humanities, and enrichment; home sharing; grandparenting; chore services and employment; and informal family and community supports. A final section on the role of state units on aging in stimulating and promoting intergenerational programs is followed by an index of projects by title. (LH)

ED 252 494 SP 025 498

Roberts, Jane M. E.; Kenney, Jane L.

Institutionalization of Statewide Instructional Improvement
(Executive Summary).

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.;
National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 57p.; For related document, see ED 222 486, ED 223 553, ED 238
872-873, and SP 025 499.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Change Agents; Delivery Systems;
Elementary Secondary Education; *Program Development; Program
Evaluation; *Program Implementation; *Research Utilization; *State
Programs; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- *School Improvement Through Instructional Process

Maryland's School Improvement Through Instructional Process (SITIP) program involved 24 local education agencies (LEAs) in implementing one or more research-based instructional models: Active Teaching, Mastery Learning, Student Team Teaching, and Teaching Variables. A summary is presented of: (1) descriptions of each of the instructional models; (2) the evaluation overview; (3) state initiatives and assistance; (4) technical assistance to local education agencies; (5) local implementation impact; (6) scope, intensity, and fidelity of use; (7) roles and responsibilities; (8) academic outcomes; and (9) activities planned and influences perceived across all SITIP models. General conclusions on the success of the SITIP model are discussed and suggestions are made on implementing similar efforts. (JD)

ED 252 509 SP 025 698

Howard, Eugene; Jackson, David
School Climate Improvement Project.

PUB DATE- Jan 83
NOTE- 35p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p29-42. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; *Educational Games; Elementary Secondary Education; Family School Relationship; *Organizational Climate; Organizational Communication; *Problem Solving; *Role Playing; Student School Relationship

As a means of dramatizing the interrelationships that determine the climate of a school, a simulation experience was created for participants in this workshop on school climate improvement. A discussion of the intent of the experience includes descriptions of "good" and "poor" school environments and their impact on the school community. Directions used in the educational game are reproduced, including: (1) role-playing assignments; (2) instructions to small groups; (3) a grading sheet on effective communications within the school community; (4) an item analysis chart; (5) definitions of climate terms; (6) rules for brainstorming; (7) description of a school climate improvement task force; (8) summary of the school climate improvement process; (9) sample charge statement to a new task force; (10) organizational plan for school climate improvement; (11) sample plan of objectives, responsibilities, and activities of a task force; and (12) school climate improvement rationale. (JD)

ED 252 525 SP 025 897

A Call for Change in Teacher Education.
American Association of Colleges for Teacher Education, Washington, D.C.; National Commission on Excellence in Teacher Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89333-035-3
PUB DATE- Feb 85
NOTE- 61p.; For related documents, see ED 250 287-317.
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($7.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Change Strategies; Curriculum Design; Educational Change; Educational Quality; Financial Support; Higher Education; *Resource Allocation; School Responsibility; Schools of Education; State Standards; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; *Teacher Supply and Demand; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- National Commission on Excellence in Teacher Educ

This report is organized around the following themes: (1) supply and demand for quality teachers (scholastic attainments of prospective teachers at the high school and college levels, demographic and social forces having an impact upon the recruitment of qualified students); (2) programs for teacher education (liberal education, subject specialization, professional education); (3) accountability for teacher education (state standards for teacher education programs, accreditation of teacher education programs); (4) resources for teacher education (school of education funding, allocation of resources for research and development, advanced degree programs); and (5) conditions necessary to support the highest quality of teaching (teacher salaries, advancement opportunities, work environments, status, autonomy). A broad analysis of each of the issues is provided and supported by empirical findings. A series of 16 recommendations is proposed to address the need for change and improvement. Included among the appendices is a listing of testimony presented at the commission hearings. (JD)

ED 252 540 TM 840 720

Germann, Paul
Project CAPABLE: Science. Monthly Reports, August 1979-May 1980.
Madawaska School District, ME.
PUB DATE- 80
NOTE- 230p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Biology; Classroom Techniques; *Cognitive Development; Cognitive Processes; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Instructional Improvement; Learning Activities, *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; *Science Instruction; Secondary Education; Secondary School Science; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in general science and biology classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 252 554 TM 840 860

Brooks, Cormell R.
Administrative Decision-Making and Program Evaluation Use.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Administrator Attitudes; Attitude Measures; Data; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Evaluators; Information Needs; *Research Reports; School Districts; Teacher Attitudes
IDENTIFIERS- *Data Display; *Evaluation Reports

This study investigated the effects of data presentation and an educator's level in the organizational hierarchy on the acceptance of educational program evaluation findings. Educational administrators, principals, teachers, and evaluators (n=210) read and rated a simulated evaluation report on a pilot computer literacy program. Four types of presentations were used: no data; percentage data; percentage and graphic data; and percentage graphic, and statistical inference data. Subjects rated the report, the fictitious evaluator, and the level of their agreement with four report recommendations. Responses were analyzed by multivariate analysis of variance and a post hoc discriminant functioning analysis. Results indicated: (1) the method of data presentation had no effect on the subjects' responses; (2) there was a statistically significant effect related to a subject's organizational position; and (3) the interaction between the presentation method and position variables was statistically significant. (BS)

No Panaceas: A Brief Discussion of Teacher Selection Instruments.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.43
PUB DATE- Mar 84
NOTE- 19p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; Elementary School Teachers; Elementary Secondary Education; Occupational Tests; School Districts; Secondary School Teachers; *Teacher Evaluation; *Teacher Selection
IDENTIFIERS- National Teacher Examinations; Teacher Perceiver Interview; Wesman Personnel Classification Test

The report reviews competency tests designed to evaluate inservice and prospective teachers. The most frequently used instrument is the National Teacher Examination (NTE). It is designed to measure academic preparation in four domains: communication skills, general education, professional education, and subject field specialization, and should be used, if at all, only as one part of the initial teacher selection process. The Dallas Independent School District has found that the Wesman Personnel Classification Test, a measure of verbal and quantitative ability, is at least as good a predictor of rated teaching effectiveness as the NTE. Other factors which a school district must consider in planning a testing requirement are legal issues, minorities' scores, and state requirements for teacher certification. The Teacher Perceiver, a structured interview, and psychological testing have been considered as posible components of the teacher selection process. It is concluded that no single method of teacher selection is a panacea. All sources of information have some merit in the selection process. However, no single source should be relied upon to the exclusion of others. (DWH)

ED 252 584 TM 850 061

Cable Channel 8, 1983-84: Is Austin Watching?

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.55
PUB DATE- 84
NOTE- 16p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Audiovisual Instruction; *Cable Television; *Educational Television; Elementary Secondary Education; Inservice Teacher Education; *Program Evaluation; *Programing (Broadcast); Publicity; School Community Relationship; Staff Development; Teacher Attitudes; Television Surveys
IDENTIFIERS- *Austin Independent School District TX

This report presents basic information on the Austin Independent School District's (AISD) Cable Channel 8 which began broadcasting in 1982. Information was collected through a review of Cable 8 schedules and 1983 surveys of AISD administrators, teachers, and parents and community members. Channel 8 broadcasts 24 hours a day with about 12 hours of programming plus the AISD chalkboard which displays both school and community information. Four types of programs are offered: instructional, student showcase, staff development, and public information. Survey results indicate Cable 8 is off to a good start. Many people have watched the channel and program quality is considered good. Staff is following program guidelines. Changes should concentrate on: (1) increasing the number of regular viewers; (2) increasing teacher use of the channel for instruction; (3) increasing staff development programming and improving teacher training show quality; and (4) widening the distribution of program schedules. Improving communication of program offerings to all audiences is most important. (BS)

ED 252 599 TM 850 076

Norlander, Kay A.; Reich, Melvyn

Comfortability Scale in Special Education: Determination of Construct Validity and Reliability.

PUB DATE- 26 Oct 84

NOTE- 26p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (15th, Ellenville, NY, October 26, 1984). Appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Measures; Factor Analysis; Factor Structure; Higher Education; Pretests Posttests; *Self Esteem; Self Evaluation (Individuals); Special Education; *Special Education Teachers; Teacher Attitudes; *Test Construction; *Test Reliability; *Test Validity

IDENTIFIERS- *Comfortability Scale in Special Education

This paper examines the development of the "Comfortability Scale in Special Education." This 44-item self-evaluation instrument measures special education teachers' perceptions of "comfort" (self-confidence) with their ability to use pertinent knowledge and skills. Each item is rated on a seven-point Likert-like scale. Two studies of special education graduate students (n=54, n=120) were used in the Comfortability Scale development process. Both studies used factor analysis to examine construct validity, and alpha coefficients to examine reliability. The second study produced a nine factor solution, which when analyzed for content as well as factor loadings, resulted in seven subscales. Subscale reliabilities were high enough for individual use. Total instrument reliability was .97. Current studies with graduate and undergraduate students in summer training sessions at the University of Connecticut indicate the scale's potential use as a pretest/posttest to measure attitude change. Comparison to the Rucker-Gable Programming Scale in Special Education results indicate these scales measure different constructs. (BS)

Allen, Walter R.; And Others

Black Undergraduate Students Attending Predominantly White, State-Supported Universities. Preliminary Report: Winter 1981 Study.

Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 82
NOTE- 13p.; For related documents, see UD 023 989-990.
AVAILABLE FROM- Center for Afroamerican and African Studies, 909 Monroe, University of Michigan, Ann Arbor, MI 48109.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; College Desegregation; Higher Education; Peer Relationship; *Racial Discrimination; Racial Relations; Self Concept; *State Colleges; Student Attitudes; *Student Characteristics; *Student College Relationship; Student Financial Aid; Teacher Student Relationship; *Undergraduate Students

Almost 700 black undergraduates responded to a questionnaire investigating the educational characteristics, experiences, and outcomes of black undergraduates at six predominantly white state-supported campuses. It was found that students in the study entered college with established histories of academic achievement, came from majority-black schools, and now found themselves in the unfamiliar situation of being in a decided minority, with little contact with black faculty staff. The students reported relatively good relations with their peers in the classroom, but little contact outside the classroom. They also reported frequent exposure to racial discrimination, on the part of students, staff, and faculty. Most students believed white professors to be concerned about their success, but felt that the professors sometimes evaluated black academic performance unfairly. Socially, the black students felt at a severe disadvantage. Though most were reasonably satisfied with their financial aid, over a third felt that other support services were unsatisfactory. Finally, despite obvious problems, the students clearly possessed high perceptions of self. Overall, the study revealed a tremendous gap between black student needs on white campuses and the currently existing policies and programs of those campuses. (RDN)

Tucker, M. Belinda
Is Afro-American Studies Research in Jeopardy? A Review of Recent Trends in Federal Research Support.
California Univ., Los Angeles. Afro-American Studies Center.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Black Studies; *Federal Aid; Higher Education; *Humanities; Minority Groups; *Psychological Studies; *Research Reports; *Social Science Research
IDENTIFIERS- Reagan Administration

An investigation of Federal funding for Afro-American related projects for 1978 through 1983 shows that, during this period, research in the areas where Afro-American research is overwhelmingly concentrated--the social sciences and the humanities--has not kept pace with the substantial increases apparent in the funding of research in the "hard sciences." In terms of overall Federal support, the total available funding in 1984 for psychology and social science is probably less in real terms (given inflation) than the amount available in 1978; humanities support through the National Endowment for the Humanities has also declined dramatically. More specifically, Afro-American research has suffered from the shift in Federal priorities toward the "hard sciences." The investigation shows that only the National Institute of Mental Health (NIMH) has continued to emphasize Afro-American-related research, and even within this agency the number of studies of major relevance has decreased. Furthermore, the NIMH total budget represents a very small proportion of the total Federal research budget. Given this discouraging state of affairs, scholars in the field must work concertedly to counter these shifts and influence funding policies--as the fate of Afro-American Studies is very much a function of research funding, the destiny of the field itself is at stake. (RDN)

ED 252 643 UD 024 032

Hearings on Secondary Schools Basic Skills Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives Ninety-Eighth Congress Second Session on H.R. 5749. To Provide a Program of Grants to Assist Local Educational Agencies to Improve the Basic Skills of Economically Disadvantaged Secondary School Students, and for Other Purposes. Hearings Held on June 12 and 13, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jun 84
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Basic Skills; *Economically Disedvantaged; *Educational Legislation; Federal Aid; *Federal Legislation; *Federal Programs; Hearings; High Schools; Junior High Schools; Mathematics Skills; Minority Groups; Reading Skills; Secondary Education; *Secondary School Students; Writing Skills
IDENTIFIERS- Congress 98th; *Proposed Legislation

A record of Congressional hearings on the proposed Secondary Schools Basic Skills Act is contained in this document. Following the text of the bill, which is designed to provide junior high and high schools which have large numbers of economically disadvantaged students with funding for programs of quality basic skills instruction, testimony is offered by legislators, educators, scholars, and public officials. Topics covered include the need for legislation, whether the legislation offered is appropriate, expected outcomes, funding, and possible modifications. (CMG)

ED 252 394 SE 045 313

Biddulph, Fred; And Others

The Framework Revisited. Learning in Science Project (Primary). Working Paper No. 111.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Feb 83
NOTE- 26p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; Concept Formation; Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Research Design; Research Needs; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Methods
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The first working paper of the Learning in Science Project (Primary)--LISP(P)--"Toward a Framework," outlined what was then seen (1982) as the major aim of the project and proposed a research plan that seemed capable of enabling the project to establish difficulties that teachers have teaching science, to identify difficulties children have learning science, and to explore ways of overcoming such difficulties. The plan included an exploratory phase, an in-depth phase, and a tentative action-research phase, with teachers involved in all project phases. Presented in this document is a reconsideration of the initial framework, reviewing the LISP(P) perspective on primary science, outlining a proposed primary science teaching model, and specifying steps in the formation of a research plan. The plan includes: (1) using the "interview-about-instances" (IAI) method to determine children's ideas about various science topics; (2) investigating children's questions and explanations on a topic using the proposed teaching model; (3) teachers executing the proposed teaching model (supported by information obtained from the IAI and from data on children's questions and explanations); and (4) development of teaching guides. A discussion of topics that should be the focus of LISP(P) research and (in an appendix) information for teacher-researchers who want to participate in the project are included. (JN)

ED 252 407 SE 045 327

Appleton, Ken
Children's Ideas about Hot and Cold. Learning in Science Project (Primary). Working Paper No. 127.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jun 84
NOTE- 30p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; *Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Heat; Heating; Learning; Science Curriculum; Science Education; *Science Instruction; Science Projects; Scientific Concepts; *Temperature
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The Learning in Science Project (Primary)--LISP(P)--investigated the ideas and interests children have about hot and cold. Data were obtained from 25 children (12 boys and 13 girls), ages 8 to 11, using the "interview-about-instances" (IAI) procedure. Areas investigated included: (1) the meanings of the words "hot," "cold," "colder," "hotter," and "temperatures"; (2) temperature change when water volumes are changed or mixed (both qualitatively and quantitatively); (3) the temperature of ice in relationship to volume of ice and melting; (4) temperature measurement (using the hands and a thermometer); and (5) the process of heating and cooling. Results are presented, analyzed, and discussed in separate sections representing each of these areas. Findings indicate that children's intuitive ideas about temperature and temperature change of objects and events within their normal experience seemed fairly sound, that their subjective knowledge may influence what they actually "observe," and that their understanding of quantitative temperature did not match their understanding of qualitative temperature. In addition, children generally believed there was no difference between heat and temperature and that the greater the volume, the greater the amount of heat (or cold). These results are consistent with the findings reported in other research studies

(IAI cards are included in an appendix.) (JN)

ED 252 423 SE 045 345

Carnegie, John W.
Biological Concepts. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 32p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Ecology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Microorganisms; Unit Processes

This unit provides an introduction to basic concepts which are applicable to all biological treatment systems. It consists of three lessons which focus on: the microorganisms found in biological systems; the factors that affect the growth and health of biological systems; and the interrelationship between groups of microorganisms, their competition, predominance, and symbiosis. The instructor's guide for the unit includes: (1) an overview of the unit; (2) lesson plans; (3) lecture outlines (keyed to a set of slides designed for use with the lessons); (4) a student worksheet for each lesson (with answers); and (5) two copies of a final quiz (with and without answers). (JN)

ED 252 438 SO 016 005

Franklin, Edward; And Others
City: Images of America. Elementary Version.
Chevron, U.S.A. Inc., San Francisco, CA. Chevron School Broadcast.
PUB DATE- 80
NOTE- 36p.; For other kits in this series, see SO 016 004-007. Reproductions of filmstrip frames may not reproduce clearly.
AVAILABLE FROM- Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing 1 filmstrip, audiocassette, teacher's guide, and wall poster (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; Discussion (Teaching Technique); Elementary Education; *History Instruction; Human Geography; Instructional Materials; *Municipalities; *Social Studies; *United States History; Units of Study; Urban Problems; *Urban Studies

Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary social studies (grades 2-6) unit on the American city over the last century. Using authentic visuals including paintings, posters, advertising, documentary photography, and cartoons, the guide offers students a look at the American city and its impact on American society over the last 100 years. Beginning with the cliff dwellings of early Indians in Colorado, the guide traces the development of American cities while focusing on problems of cities of the past and present. It also presents an introduction to material covered in the filmstrip, suggestions for classroom use (e.g., preliminary discussion, vocabulary pre-teaching, pre-teaching for visual appreciation, and a pre-teaching map check and history review), the script, reproductions of filmstrip frames, follow-up points for discussion, follow-up student projects, notes on the visuals, a glossary of unfamiliar terms, a list of 23 recommended references, and notes on past series. (LH)

ED 252 452 SO 016 090

Schug, Mark C., Ed.; Beery, R., Ed.
Community Study: Applications and Opportunities. Bulletin No. 73.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-048-0
PUB DATE- 84
NOTE- 114p.; Illustrations may not reproduce clearly.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Community Study; *Curriculum Development; Economics Education; Elementary Secondary Education; History Instruction; Learning Activities; Local History; *Social Studies; Student Participation; Student Projects; Values Education

Seven authors contributed to a bulletin about using community studies to teach about the interrelationship of the local community with larger economic and social systems. "Young People and Community" (R. Beery and Mark C. Schug) addresses the need for the social studies curriculum to consider the local community, an area which is rarely covered and one in which students are already intimately involved. "Using the Local Community to Teach About the Global Community" (Robert Woyach) suggests activities to help students understand the ties between the local community and the world. "Approaches for Teaching Community Economics" (Schug) recommends using students' experiences as workers and consumers to teach about the local economy and larger economic issues. "State History and Community Study" (Beery) emphasizes the use of case studies of specific local and state communities. "Using the Visual Arts to Interpret the Community" (Terry Zeller) suggests ways to use the visual arts to teach about work, play, and community values. "Citizenship Grounded in Community" (Beery and Robert J. Todd) recommends choosing materials for citizenship education based on its relevance and ability to stimulate thought. "Developing Values Through Community Service" (Diana Hedin) stresses the importance of community service for adolescent moral and social growth. (IS)

ED 252 467 SO 016 125

Demery, Marie; And Others

A Working Model for the Development, Implementation and Evaluation of an Art Program on the College Level.

PUB DATE- 85

NOTE- 77p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Art Education; *Curriculum Design; Educational Objectives; Higher Education; Models; *Program Design; *Program Development; Program Evaluation; Standardized Tests; Student Evaluation; Student Recruitment

IDENTIFIERS- Eisner Art Attitude Inventory

Components of an art program that was developed with federal funding are outlined. The model contains information on the grant proposal, including the rationale for funding, implementation strategies, activity timetable, qualifications of key personnel, activity objectives and performance measures, intitutional goals, activity milestones, and budget. Detailed objectives for students are given, along with a comprehensive plan of studies for all-level art education majors, studio art majors, and art minors. Also included are lists of programs observed, conferences attended, consultations held, and recruitment tools used. Internal evaluation and external evaluation by the art consultant are discussed. Recommendations about planning are covered, as are evaluating prospective and current students through such measures as the Visual Organization Rating Scales (VORS), the Art Experience Inventory, and the Eisner Art Inventory; renovating the art building; adding courses; recruiting students; and locating computers. A bibliography of relevant literature is also given. (IS)

ED 252 435 SP 025 499

Roberts, Jane M. E.; Kenney, Jane L.
Institutionalization of Statewide Instructional Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 234p.; For related document, see ED 222 486, ED 223 553, ED 238 872-873, and SP 025 498.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Delivery Systems; Elementary Secondary Education; Mastery Learning; *Program Development; Program Evaluation; *Program Implementation; *Research Utilization; School Districts; *State Programs; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- *School Improvement Through Instructional Process

The School Improvement Through Instructional Process (SITIP) Program, initiated in Maryland in 1980, was concerned with improving classroom and school activities through the application of process-product research on classroom and school effectiveness. All 24 local education agencies voluntarily implemented one or more of four research-based instructional improvement models: Active Teaching, Mastery Learning, Student Team Learning, and Teaching Variables. They were assisted in their efforts by the Maryland State Department of Education, and both local and state staff were encouraged to design and carry out their tasks in ways suggested by the research on planned change. To facilitate data-based decision-making with respect to SITIP, evaluation was conducted and three major reports were developed: the first focused on implementation, the second on impact, and the present report focuses on institutionalization. The report begins with an overview of SITIP, and discusses evaluation, state initiatives, and local implementation. The final chapter presents a summary and conclusions. (JD)

ED 252 510 SP 025 699

Everson, Susan T.
The McREL School Improvement Program.
PUB DATE- Jan 83
NOTE- 29p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p43-54. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Classroom Techniques; Delivery Systems; Elementary Secondary Education; *Improvement Programs; Management Teams; Positive Reinforcement; Program Development; *Research Utilization; *School Organization; Teacher Attitudes; Teacher Effectiveness; Teacher Workshops; *Training Methods
IDENTIFIERS- *McREL School Improvement Program

Drawing upon research findings on school effectiveness, the McREL School Improvement Program was designed to examine critically such factors as school leadership, building organization, school climate and environment, and how citizens and parents are encouraged to participate in raising morale and effectiveness. Focus is upon instructional practices, building level leadership and organization, and the relationship between curriculum and student assessment. A description is presented of the selection and training of management teams to work cooperatively with the schools, with emphasis on characteristics which have been identified as typical of effective schools. The procedures of workshops and inservice programs developed for school personnel are described. Worksheets used in the workshops are appended, as well as an article on research findings on the effective use of praise in the classroom. (JD)

ED 252 541 TM 840 725

Crawford, Michael
Project CAPABLE: Social Studies. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.

PUB DATE- 80
NOTE- 74p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; History; Individualized Instruction; Instructional Improvement; *Learning Strategies; Map Skills; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; *Social Studies; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in social studies classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

ED 252 555 TM 850 019

Romberg, Thomas A.; And Others
The Design of the IGE Evaluation Project Phase IV Comparative Studies. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-2.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 80
NOTE- 38p.; For related documents, see TM 840 804-812.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Curriculum Evaluation; Elementary Education; *Evaluation Methods; Grade 2; Grade 5; *Individualized Instruction; Instructional Materials; Mathematics Achievement; Mathematics Instruction; Multiple Regression Analysis; *Programed Instruction; Reading Achievement; Reading Instruction; *Research Design; Time Factors (Learning); Time on Task
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Wisconsin Design for Reading Skill Development

This paper outlines the design of two Comparative Studies of Phase IV of the Individually Guided Education (IGE) Evaluation Project. More than 2,000 elementary schools in 25 states use the IGE system. The Evaluation Project was designed to gain a comprehensive view of the system's operation and effectiveness. Phase IV investigated pupil outcomes, instructional time, and means of instruction. It focused on two IGE curriculum programs designed for compatibility with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); and (2) Developing Mathematical Processes (DMP). Second and fifth grade students and their teachers in three types of schools were studied: (1) IGE schools using DMP or WDRSD; (2) Non-IGE schools using DMP or WDRSD; and (3) IGE schools using neither program. Data were collected during the 1978-79 school year from achievement monitoring and domain referenced tests, teacher logs, classroom observations, and questionnaires which served as the basis for structured interviews with school staff. Pupil attainment of specified program objectives was contrasted in IGE schools using different programs and in IGE and non-IGE schools using WDRSD or DMP. Regression analyses were performed using the residual gain score as the dependant variable and instructional time, means of instruction, and school variables as the independent variables. (BS)

ED 252 570 TM 850 043

High School Course Grade Standards. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-221b

PUB DATE- Nov 84

NOTE- 13p.; Small print in Tables 2 and 3.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Education; *Academic Standards; Achievement Rating; Grades (Scholastic); *Grading; High Schools; *High School Students; Homework; Longitudinal Studies; *National Surveys; Regional Characteristics; Sex Differences; Statistical Analysis; Test Results

IDENTIFIERS- High School and Beyond (NCES)

Using the data from the High School and Beyond Transcript Survey for 1980 sophomores who graduated from high school by fall 1982, the course grade distributions are compared for the following major instruction program categories: English, mathematics, social sciences, physical sciences, life sciences, and foreign languages (academic courses); business, home economics, and trade and industry (vocational courses); visual and performing arts and personal and social development courses; and others. Grade distributions are contrasted by geographic region and are related to homework effort, test performance level, and other student characteristics. The results of the study are presented in table format. (DWH)

ED 252 585 TM 850 062

Chapter 1 and Chapter 1 Migrant. Evaluation Findings, 1983-84.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.53
PUB DATE- 84
NOTE- 29p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.25, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Communication Skills; *Compensatory Education; Elementary Secondary Education; Low Income Groups; *Migrant Education; Preschool Education; *Program Evaluation; Reading Instruction; *Remedial Programs; Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

Using a question/answer format, this report provides program descriptions and evaluation findings for the 1983-84 Chapter 1 and Chapter 1 Migrant programs in the Austin Independent School District. Topics covered include student eligibility, numbers of students served, teacher characteristics, teacher satisfaction, special programs, achievement gains, parental involvement, migrant health services, and the Migrant Student Record Transfer System. Major positive findings are: (1) impressive achievement gains for Chapter 1 and Migrant Early Childhood Programs; (2) Chapter 1 and Migrant Programs elementary teacher satisfaction; (3) mixed but positive four-year effects of the Schoolwide Projects; and (4) beneficial effects from the Schoolwide Projects in kindergarten. Major findings requiring action are: (1) program improvements requested by secondary migrant teachers; (2) less Chapter 1 success in meeting achievement test objectives; (3) apparent lack of effect of Chapter 1 services on kindergarten achievement scores; and (4) pupil/teacher ratio reductions in Schoolwide Projects that are generally not cost effective above first grade. (BS)

ED 252 600 TM 850 077

Marsh, Herbert W.
Age and Sex Effects in Multiple Dimensions of Preadolescent Self-Concept.
PUB DATE- 10 Nov 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Children; Cognitive Development; Elementary Education; Factor Analysis; Foreign Countries; *Self Concept; Self Concept Measures; *Sex Differences
IDENTIFIERS- Australia; *Self Description Questionnaire

Age and sex effects in multiple dimensions of self-concept were examined in responses by 3,562 preadolescent students (grades 2 to 6) to the Self Description Questionnaire (SDQ). A factor analysis of responses clearly identified the seven facets of self-concept which the SDQ is designed to measure: physical ability, physical appearance, peer relations, parent relations, reading, math, and general-school. Significant age and/or sex effects were found in each of the SDQ scales, but the size and direction of the effects varied with the scale. The largest sex effects were for physical abilities (favoring boys) and reading (favoring girls), but the sex difference was small for the sum of all scales. For every scale there was a linear decline in self-concept with increasing age. This decline is explained by cognitive development. Very young children have unrealistically high self-concepts due to their egocentrism. Self-concepts decline or become more realistic as children incorporate more external information. (Author/BS)

ED 252 629 UD 024 011

Miller, Norman

Independent Meta-Analysis of the Effect of School Desegregation on Black Academic Achievement.

PUB DATE- 84

NOTE- 19p.; May not reproduce well due to light type. Paper presented at the American Psychological Association Convention (Toronto, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Black Students; *Desegregation Effects; Educational Policy; Elementary Secondary Education; Interdisciplinary Approach; *Meta Analysis; Political Attitudes; *Research Methodology; Research Problems; *Research Reports; School Desegregation

This document summarizes a 1982 project of the National Institute of Education (NIE) in which seven scholars, representing a variety of disciplines and ideological positions, were commissioned to write papers on the effects of school desegregation on black achievement. As previous efforts to arrive at a consensus among experts regarding desegregation effects had been complicated by the variations in the subsets of reviewed studies, the intent of the NIE project was to develop a set of common criteria for including and excluding studies from the larger set of existing research reports so that each expert could perform a meta analysis on the same set of studies. The document discusses the problems that arose over the selection process, presents the commonalities and disparities in the findings of the experts, and discusses implications of the project for social policy development and for strategies of research synthesis. The document also presents a list of the criteria used in selection or rejection of a study, and data from the research of four of the seven scholars. (CMG)

ED 252 644 UD 024 033

Job Training Partnership Act and Women. Jobs Watch Alert.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
PUB DATE- 9 Jan 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Displaced Homemakers; *Federal Programs; *Females; Government Role; *Job Training; Low Income; Older Adults; One Parent Family; *Program Effectiveness; State Government; *Welfare Recipients
IDENTIFIERS- *Job Training Partnership Act 1982; Wider Opportunities for Women

The question of how women are faring under the Job Training Partnership Act (JTPA) has received little attention. Of particular concern is whether, and how successfully, JTPA is reaching and serving those sub-groups of women in poverty, such as displaced homemakers and AFDC (welfare) mothers, who face particularly difficult barriers to employment and self-sufficiency. U.S. Department of Labor officials, citing high levels of participation by women and welfare recipients in JTPA, claim that the program has been successful for these groups. But an analysis of State JTPA plans from the perspective of women's needs, recent returns from an independent assessment of JTPA impacts, and some reports from the field, suggest some serious deficiencies in JTPA's performance for women, particularly for those most in need of assistance. (Author/RDN)

ED 252 482 SO 016 176

Warner, Larkin

Finishing the Job: The Questionable Prospects for High School Economics.

PUB DATE- Mar 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwestern Economic Association Conference (Fort Worth, TX, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Economics Education; *Educational Needs; Educational Policy; High Schools; *Instructional Improvement; Professional Continuing Education; Social Studies; State Standards; Teacher Education; Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- Junior Achievement; *Oklahoma

The position of economics in the Oklahoma high school curriculum is a precarious one. Many of the assumptions that university economists hold about economics education in high schools are wrong. Economics, where it does exist in the high school curriculum, means not only scientific, policy-relevant economics, but also consumer education and career education. Including university economists in teacher education has proved more difficult than anticipated and there are difficulties in deciding how to teach such courses. Two conditions explain the state of economics education in Oklahoma. First, the subject requires teachers with strong economics backgrounds, a requirement which few teachers can meet. Second, high school history and social science courses are often dumping grounds for coaches who know full well that teaching quality is not a criterion for success. Despite the overall situation, however, there are promising programs such as the "Strategies Guide for High School Economics Courses" and the Junior Achievement organization's text for grades 11 and 12, "Applied Economics." (IS)

ED 252 526 TM 840 209

Marsh, Herbert W.; And Others
Students' Evaluations of University Instructors: The Applicability of American Instruments in a Spanish Setting.
PUB DATE- 1 Mar 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Factor Analysis; *Factor Structure; *Foreign Countries; Higher Education; Rating Scales; Research Needs; *Spanish; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Test Reliability; Test Theory; Test Validity
IDENTIFIERS- *Endeavor Instructional Rating Form; Spain; Universidad de Navarra (Spain)

Items from two American instruments (Students' Evaluation of Educational Effectiveness, and the Endeavor instrument) designed to measure students' evaluations of teaching effectiveness were translated into Spanish and administered to a sample of Spanish university students. Most of the items were judged by the students to be appropriate; every item was chosen by at least a few as being a most important item; and all but the Workload/Difficulty items clearly differentiated between lecturers whom students indicated to be "good," "average", and "poor". A series of factor analyses clearly identified the factors which the instruments were designed to measure and which have been identified in previous research. Finally, a multitrait-multimethod analysis demonstrated that there was good agreement between factors from the two instruments which were hypothesized to measure the same components of effective teaching, and provided support for both the convergent and divergent validity of the ratings. The findings illustrate the feasibility of evaluating effective teaching in a Spanish university and the appropriateness of the two American instruments. (Author)

ED 252 615 UD 023 989

Allen, Walter R.; And Others

Undergraduate Survey of Black Undergraduate Students Attending Predominantly White, State-Supported Universities. Preliminary Report: 1982.

Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- Oct 84

NOTE- 19p.; For related documents, see UD 023 988 and UD 023 990.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Academic Aspiration; *Black Attitudes; *Black Students; *College Freshmen; Educational Background; Educational Environment; Higher Education; Racial Discrimination; Racial Relations; Self Concept; *State Colleges; Student Adjustment; *Student Characteristics; *Student College Relationship; Teacher Student Relationship

This report discusses the results of a survey of the characteristics and the social and academic experiences of black undergraduates at eight predominantly white and regionally diverse State college campuses. The majority of the students sampled were freshmen. Major findings are that: (1) black undergraduates did not report markedly unpleasant or decidedly pleasant experiences; overall, students reported on the quality of interaction with white faculty, staff, and students as being slightly better than neutral; (2) most black students encountered some form of racial discrimination on these campuses. These data suggest that the students felt a certain tenuousness in their position on campus. Evidence of this feeling can be found in the fact that the students evaluated interactions with blacks on campus extremely positively, felt that there were not enough blacks in any role on campus, and felt that blacks were not fully a part of campus life. This feeling of their tenuous status no doubt partially accounts for the just above average academic performance of a student group that survey results showed to be ambitious, committed, and equipped with sound college preparation. It could also help account for their sense of alienation from campus life. To alleviate this situation, universities must expand efforts to bring in black faculty, staff, and students, and take more steps to address black students' experience of estrangement. (RDN)

ED 252 424 SE 045 346

Carnegie, John W.
Biological Concepts. Student Manual. Biological Treatment Process Control.

Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 41p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; *Ecology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Microorganisms; Unit Processes

This manual contains the textual material for a three-lesson unit which introduces students to the basic concepts applicable to all biological treatment systems. The general topic areas addressed in the lessons are: (1) the microorganisms found in biological systems; (2) the factors that affect the growth and health of biological systems; and (3) the interrelationships between groups of microorganisms, their competition, predominance, and symbiosis. A list of objectives, glossary of key terms, list of references, and student worksheets (one for each lesson) are included. (JN)

ED 252 439 SO 016 006

Franklin, Edward; And Others

Food: Images of America. Social Studies Unit, Elementary Grades 2-6.

Chevron, U.S.A. Inc., San Francisco, CA. Chevron School Broadcast.

PUB DATE- 81

NOTE- 35p.; For other kits in this series, see SO 016 004-007. Reproductions of filmstrip frames may not reproduce clearly.

AVAILABLE FROM- Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing 1 filmstrip, audiocassette, teacher's guide, and wall poster (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *American Studies; Discussion (Teaching Technique); Eating Habits; Elementary Education; *Food; Foods Instruction; *History Instruction; Instructional Materials; Social Attitudes; *Social Studies; *United States History; Units of Study

IDENTIFIERS- Food Preferences; *Food Production

Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary school (grades 2-6) unit on American food over the last century. Using authentic visuals including paintings, advertising, label art, documentary photography, and a movie still, the guide offers students a look at the changes in eating habits, in food technology, and in attitudes toward food in America over the last 100 years. Beginning with the motive for European exploration (spices), the materials trace the development of food production throughout the 1880's and on to the present. It also presents an introduction to material covered in the filmstrip, suggestions for classroom use (e.g., preliminary discussion, pre-teaching for visual appreciation, vocabulary pre-teaching, and history review), the script, reproductions of filmstrip frames, follow-up points for discussion, follow-up student projects, notes on the visuals, a glossary of unfamiliar terms, a list of 23 rcommended references, and historical notes. (LH)

ED 252 453 SO 016 092

Guidelines for Geographic Education. Elementary and Secondary Schools.

Association of American Geographers, Washington, D.C.; National Council for Geographic Education.

REPORT NO.- ISBN-0-89291-185-9

PUB DATE- 84

NOTE- 33p.; Publication supported by a grant from the Gildea Foundation.

AVAILABLE FROM- The Association of American Geographers, 1710 Sixteenth St., N.W., Washington, DC 20009 or the National Council for Geographic Education, Western Illinois University, Macomb, IL 61455 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Content; Course Objectives; Curriculum Development; Educational Change; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; Global Approach; Guidelines; Outcomes of Education; *Sequential Approach

Intended as a current statement for improving geographic education, these guidelines suggest major changes needed to counteract a prevailing illiteracy in geography among U.S. citizens. A preface and problem statement provide a rationale for including geography education as a subject of study in the schools and as a scientific mode of inquiry. A section on the content and process of geographic education (1) demonstrates how geographic education focuses on five central themes (location, place, relationships within places, movement, and regions), how these themes recur and are amplified throughout the curriculum, and how they should be represented in the various levels of our schools; (2) suggests how schools can integrate these themes; (3) identifies the knowledge, skills, and perspectives students should gain from a systematic program in geographic education; and (4) suggests a variety of approaches to geography that each theme might imply. The following section, "The Place of Geography in the Curriculum," deals with the value of geographic inquiry, geography's relationship to other subjects, and geography as preparation for a career. In the next section, a chart depicting the role and sequence of geography education in the elementary school presents central foci and suggested learning outcomes by grade level. A suggested pattern of course offerings and sequence for geographic education in the secondary school is followed by an outline of skills to be included in high school geography courses and a list of learning outcomes arranged according to the five basic themes identified earlier in the guidelines. (LH)

ED 252 468 SO 016 130

Zahka, William J.; Mayers, Teena Karsa

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. Instructor's Manual.

PUB DATE- 85

NOTE- 129p.; For student text, see ED 250 216.

AVAILABLE FROM- Education and World Issues, Box 1355, Arlington, VA 22210 ($5.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civil Defense; *Controversial Issues (Course Content); Definitions; *Disarmament; Foreign Policy; Higher Education; Instructional Materials; International Relations; National Defense; *Nuclear Warfare; Peace; Resource Materials; Secondary Education; *Social Studies; United States History; War; World Problems

IDENTIFIERS- USSR; Weapons

Intended for teachers of secondary and college level students, this instructor's guide presents an overview of materials covered in the student text, followed by four categories of examination questions and teaching aids. The guide reflects the format of the student text and is divided into four sections. A brief description is provided of each section of the student text: Section I gives the reader factual background on the beginning of the atomic age during the Truman years through the Reagan administration; section II defines the various types of nuclear weapons; section III discusses the negotiating process, SALT talks, verification, existing treaties and agreements, ongoing arms control negotiations, and violation concerns; and section IV describes the effects of nuclear war and civil defense. For each section this guide presents four categories of examination questions: essay questions, true or false statements, multiple choice questions, and completion and fill-in questions. Test answers follow each category. A list of teaching aids intended to provide educators with a choice of projects, topics for debate and written reports, and library assignments is included for each section. (LH)

ED 252 511 SP 025 700

Bowman, Kennard L.
Pennsylvania's Long-Range Planning for School Improvement.
PUB DATE- Jan 83
NOTE- 6p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p55-59. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Educational Testing; Elementary Secondary Education; *Improvement Programs; *Long Range Planning; Needs Assessment; Resource Allocation; *State Programs; *State School District Relationship; Technical Assistance
IDENTIFIERS- *Long Range Planning for School Improvement PA; *Pennsylvania

A long-range school improvement program, under the direction of the Pennsylvania State Department of Education, was developed to coordinate and articulate the curriculum, as well as to structure school management and other district operations. Featured in the plan are: (1) a statewide testing program called "Educational Quality Assessment"; (2) provision of technical assistance to local school districts; and (3) the involvement of institutions of higher education. Five areas are accommodated in the improvement plan: (1) programs and services; (2) management; (3) staff development; (4) community involvement; and (5) non-district resources. (JD)

ED 252 542 TM 840 730

Pooler, Kermit
Project CAPABLE: Physical Education. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.
PUB DATE- 80
NOTE- 82p.; For related documents, see note to TM 840 700.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Grouping (Instructional Purposes); Instructional Improvement; *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Resource Room Programs; Secondary Education; *Special Education; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in special education classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

ED 252 571 TM 850 044

Gougeon, Deborah J.

The Limitations of SAT Math Scores in Predicting College Math Performance.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *College Entrance Examinations; Higher Education; High School Seniors; *Mathematics Achievement; Predictive Measurement; *Predictive Validity; Quantitative Tests; Testing Problems; Undergraduate Students
IDENTIFIERS- *Scholastic Aptitude Test

This study was designed to determine if the decline evidenced in the College Entrance Examination Board (CEEB) Scholastic Aptitude Test (SAT) scores for mathematics is a true reflection of a decrease in students' mathematical ability, or is a result of the inadequacy of the test in measuring students' mathematical abilities. The data consisted of SAT mathematics test scores as well as the total mathematics grades of each student over the four-year college experience. The study suggested that SAT math scores are not a good predictor of college performance. The SAT mathematics test scores are often used erroneously as exclusive measurements of individual, or institutional, quality. A more valid procedure for understanding college achievement by the utilization of previous achievement measures for purposes of selection, placement, and guidance needs to be developed. There is also a need for methods to measure personality traits and abilities not measured by nationally normed tests. Other methods of improving the predictability factor of nationally normed tests are also recommended. (DWH)

Early Childhood Education--The Best Thing Going in Education?

Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-83.30
PUB DATE- Jan 84
NOTE- 23p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Compensatory Education; Cost Effectiveness; Educational Research; Elementary Secondary Education; Longitudinal Studies; *Migrant Education; *Outcomes of Education; *Preschool Education; *Program Effectiveness
IDENTIFIERS- Consortium for Longitudinal Studies; Peabody Picture Vocabulary Test (Revised); Perry Preschool Project

To help assess the potential long term benefits of prekindergarten programs in the Austin Independent School District (AISD) since 1976, this report reviews compensatory early childhood education research findings. Part One summarizes findings from AISD's Chapter 1, Chapter 1 Migrant, and Title VII prekindergarten programs. AISD students showed impressive gains across the year and across programs on the Peabody Picture Vocabulary Test-Revised. Part Two reviews the general literature on long term effects emphasizing the research of the Consortium for Longitudinal Studies, especially its Perry Preschool Project. The most important findings are: (1) good preschool programs can cut later special education placement rates in half; (2) preschool consistently reduces retention rates; (3) effects on achievement test scores last through fifth grade and favor children with preschool experience; (4) in the one study following participants through high school, 55 percent of control children but only 35 percent of preschool children were later dropouts; (5) IQ scores show very strong short-term effects; (6) preschool experience improves motivation and behavior during elementary school; (7) the Perry Project cost-benefit analysis showed that savings from reduced special education and retention costs alone enable a preschool program to pay for itself. (BS)

ED 252 601 TM 850 078

Chase, Clinton I.
Assessing Parent Opinions About Education.
PUB DATE- 83
NOTE- 8p.; Appended material is in small print.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; National Surveys; *Parent Attitudes; *Public Schools; School Attitudes; *School Effectiveness

Recent national reports on the quality of education are open to criticism because of their lack of broad-based, hard data. Therefore, the purpose of this study was to develop some clear data referents for the debate on the quality of school systems across the nation. Its focus was on a national sample of parents of school children, and the objective was to elicit their feelings and beliefs concerning a number of aspects of their children's schools. Over 5,000 parents from 22 states responded to the National Study of School Evaluation (NSSE) Parent Opinion Inventory. Respondents came from a wide variety of towns and cities; however, large metropolitan areas were probably underrepresented. The results indicated that parents: (1) tend to be more pleased than displeased with their schools; (2) were most pleased with the general psychological climate of their schools, next best pleased by program, and next by student activities; and were least happy with "school problems" (how well children are being taught to cope in a complex world) and parent involvement in schools. Two statistical tables are appended. (BW)

ED 252 630 UD 024 012

Andrade, Sally J.; Torres, Marcia G.

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Final Report.

Center for Applied Systems Analysis, Inc., Austin, TX.
SPONS. AGENCY- National Council of La Raza, Washington, D.C.
PUB DATE- May 82
NOTE- 184p.; Document may not reproduce well due to light type. Report #2 in this document, "Young Hispanic Mothers Enrolled in School and/or Employed Who Were Interviewed in the National Longitudinal Survey of Labor Force Behavior," is duplicated in ED 250 437.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Adolescents; Blacks; Early Parenthood; Family Planning; Females; High Schools; *Hispanic Americans; *Mother Attitudes; *Mothers; *Occupational Aspiration; Student Educational Objectives; Whites

Research related to the aspirations of the Hispanic woman for educational and labor force achievement in relation to her role as wife and mother is presented. The document contains two reports. The first, "Young Hispanics in the United States--Their Aspirations for the Future: Findings from Two National Surveys," is based on analysis of the National Longitudinal Survey of Labor Force Behavior and the High School and Beyond Survey. The aspirations of Hispanic adolescents are profiled and compared with Black and White adolescents. Findings focus primarily on the effect of the interaction between sex and ethnicity on young people's perceptions of their ability to achieve. The second report, "Young Hispanic Mothers Enrolled in School and/or Employed Who Were Interviewed in the National Longitudinal Survey of Labor Force Behavior," reports on a comparison of Hispanic, Black, and White working and/or studying mothers in terms of educational, work, and family status, attitudes, and aspirations. (This document contains over 100 statistical tables.) (KH)

ED 252 645 UD 024 034

Garner, C. William
Occupational Analysis, Curriculum Development and Instructional Strategies for the Disadvantaged.

PUB DATE- 14 Jan 85
NOTE- 21p.; Paper presented at the New Jersey Trade and Industry Education Conference (Atlantic City, NJ., January 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Disadvantaged Youth; Field Dependence Independence; Individualized Instruction; *Job Analysis; Learning Processes; Locus of Control; Mastery Learning; Secondary Education; Shop Curriculum; Student Evaluation; Student Needs; *Teaching Methods; *Vocational Education

An integrated overview of the processes involved in the establishment of a vocational program of study for the disadvantaged student is provided in this paper. Occupational analysis, the first step in the establishment of such a program, is discussed and divided into three steps: (1) major job tasks; (2) sub-tasks; and (3) specific job functions. Examples are provided of each phase of this breakdown and the role of the student evaluator is described. An example of a program of study is detailed, as is a teaching methodology that stresses the mastery learning approach and the individualization of instruction. Also described are several instructional support strategies that have been found to be successful with the disadvantaged: (1) the use of learning centers, especially for developing basic skills; (2) the use of audio visual materials; and (3) the establishment of contingency contracts between student and teacher. Two personal variables are discussed that have a direct effect on student achievement and career development, namely, locus of control (a measure of how much someone feels personally responsible for his or her success or failure) and field dependence (a test to indicate the way a person perceives and recalls information presented to him or her). And finally, some teaching suggestions are outlined. (RDN)

ED 252 395 SE 045 314

Biddulph, Fred; Osborne, Roger
Children's Ideas about "Metals." Learning in Science Project (Primary). Working Paper No. 112.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Oct 83
NOTE- 18p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Metals; Science Curriculum; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

The topic of metals is frequently taught in primary schools. However, when metals are suggested as one of a series of topics for study, students often initially show little enthusiasm for the topic. To determine the ideas that children have about metals the Learning in Science Project (Primary)--LISP(P)--interviewed thirty-eight 9- to 10-year-old children. Each child was presented with a range of metallic and non-metallic objects and asked to put them into metal or non-metal groups, and to give their reasons for each categorization. Results indicate a wide range of reasons why objects were considered to be made of metals. They are discussed under these headings: heaviness; shiny or silvery color; hardness or strength; magnetic quality; texture and temperature; and intuitive knowledge. Additional data were obtained by analyzing 211 questions about metals provided by students in nine classes. These questions focused on the identification, range/nature, properties, uses, origin/location, and manufacturing, of metals. Overall results clearly show that most students have a restricted concept of a metal, exemplified by a large heavy piece of steel; heavy, silvery in color, magnetic, and hard, typifies a metal object to most children. Implications of this conclusion for science instruction are briefly addressed. (JN)

ED 252 408   SE 045 330

Clancey, William J.
Classification Problem Solving.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- HPP-84-7; STAN-CS-84-1018
PUB DATE- Jul 84
NOTE- 31p.
CONTRACT- N00014-79C-0302
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Classification; *Computer Science; *Computer Software; *Heuristics; Higher Education; *Problem Solving; Vertical Organization

In an attempt to specify in some canonical terms what many heuristic programs known as "expert systems" do, an analysis was made of ten rule-based systems. It was found that these programs proceed through easily identifiable phases of data abstraction, heuristic mapping onto a hierarchy of pre-enumerated solutions, and refinement within this hierarchy: that is, they do classification. Focusing on content rather than representational technology, this paper proposes a set of terms and relations for describing the knowledge used to solve a problem by classification. Then the model used in analyzing the programs MYCIN, SACON, GRUNDY, and SOPHIE III is described and illustrated. These programs have a characteristic inference structure; moreover, this level of description specifies the knowledge needed to solve a problem, independent of its representation in a particular computer language. The classification problem-solving model provides a useful framework for recognizing and representing similar problems, for designing representation tools, and for understanding the problem-solving methods used by non-classification programs. (MNS)

ED 252 483   SO 016 179

Van Camp, Julie

Teaching about Our Jury System. Unit 1. Our Right to an Impartial Jury of Our Peers, Our Responsibility to Serve as an Impartial Factfinder When Called for Jury Service. Teaching Guide.

North Carolina Administrative Office of the Courts, Raleigh.; Phi Alpha Delta Law Fraternity International, Washington, DC.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- 83

NOTE- 67p.; For unit 2, see SO 016 180. This guide is part of a 3-part educational program including a film strip, teaching guide, and computer software.

AVAILABLE FROM- The Center for Research and Development in Law-Related Education (CRADLE), School of Law, Wake Forest Univ., P.O. Box 7206, Reynolds Station, Winston-Salem, NC 27109.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Constitutional Law; *Courts; Criminal Law; Delinquency; Instructional Materials; Junior High Schools; Justice; *Laws; Learning Activities; *Legal Education; Simulation; United States History

IDENTIFIERS- *Juries; *Law Related Education

Designed for use in the junior high school curriculum, two lessons involve students in the structure and procedures of the jury system as it functions within the court system. Although intended for use with a slide program and computer software program, activities in the teaching guide can be used independently. For each lesson, background information, statement of purpose, vocabulary words, student activities, and student hand-outs are provided. Lesson one, which focuses on the jury as part of the judicial process, includes the historical development of the right to trial by jury and a description of the North Carolina Court System. Emphasis is placed on distinguishing between civil, criminal, and juvenile cases and the differences between issues of fact and issues of law. Through simulations, observations, and interaction with community resources suggested in lesson two, students learn about jury selection and participation, with an emphasis on the deliberation process. Students also learn about the selection process in other countries,

while studying about the historical background of the selection and deliberation process in the United States. Emphasis is placed on guarantees of an impartial jury of one's peers, with reference to federal and state cases which deal with these issues. Additional resources include a copy of the jury education film-strip script, a list of related publications, and guidelines for resource persons. (LH)

ED 252 496 SP 025 521

Stoker, W. M.; Tarrab, Miguel

A Study of the Relationship of Pre-Professional Skills Tests and American College Tests.

PUB DATE- Jun 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; Comparative Analysis; *Education Majors; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *Standardized Tests; Teacher Education Programs; *Test Validity
IDENTIFIERS- *ACT Assessment; Texas

All teacher education students in Texas must pass three minimum competency examinations to be admitted to a teacher education program. The Pre-Professional Skills Tests (PPST) contains three separate tests in reading, mathematics, and writing. West Texas State University requires all entering freshmen to submit scores from the American College Testing Program (ACT), which is composed of academic tests on English usage, mathematics usage, social studies, reading, and natural science reading. Taken during the high school senior year, these tests have primarily been used to assess students' educational development and ability to do college work. It was hypothesized that there may be a significant correlation between certain parts of the PPST and the ACT. A comparative analysis was made of the scores of 129 students who took both tests. A significantly high correlation was found in each category of the two tests; the composite ACT correlated with all three PPST scores and was highest with the total PPST score. Questions are raised on the necessity of the PPST tests. (JD)

ED 252 527 TM 840 603

Marsh, Herbert W.
The Self-Serving Effect (Bias?) in Academic Attributions: Its Relation to Academic Achievement and Self-Concept.
PUB DATE- 27 Jun 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Failure; Achievement Tests; Analysis of Variance; Attitude Measures; *Attribution Theory; Foreign Countries; Grade 5; *Individual Differences; Intermediate Grades; *Locus of Control; Mathematics Achievement; Reading Achievement; *Self Concept; Self Concept Measures, Self Esteem; *Student Attitudes
IDENTIFIERS- Australia (Sydney); Self Description Questionnaire; *Self Serving Effect; Sydney Attribution Scale

The self-serving effect (SSE), often depicted as a bias, is the tendency to accept responsibility for one's own successes but not one's own failures. Two studies of Australian fifth graders (n=226, n=559) were further analyzed to investigate individual differences in SSE. The Sydney Attribution Scale measured students' perceptions of the causes of their academic successes and failures. The Self Description Questionnaire measured four nonacademic and three academic self-concepts. Mathematics and reading achievement data came from standardized tests and teacher ratings. Results from these studies demonstrate that the size of the SSE for academic attributions varies with the cause being judged, the respondent's achievement level, and the respondent's self-concept. The SSE is larger for attributions to ability and effort attributions than to external causes, it is larger for more able students, and it is larger for students with higher self-concept. Furthermore, SSEs for outcomes in mathematics and reading, particularly for attributions of ability, are content specific. The logical pattern of relations among the SSEs, academic self-concept and achievement, and the content specificity of the SSE, argue that academic achievement and self-concept are nonmotivational influences on the SSE. (Author/BS)

ED 252 556 TM 850 025

Webb, Noreen; Herman, Joan

Diagnosing Students' Errors from Their Response Selections in Language Arts. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 24p.
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; *Diagnostic Tests; *Error Patterns; Grade 6; Intermediate Grades; *Item Analysis; *Language Arts; *Latent Trait Theory; Pronouns; *Test Construction; Testing Problems; Test Theory

This paper describes the development of a language arts test to assess the consistency of student response patterns and the feasibility of using the test to diagnose students' misconceptions. The studies were part of a project to develop computerized adaptive testing for the language arts with software to diagnose student errors. The domain-referenced test on pronoun usage featured matched pairs of test items. To diagnose errors it was assumed that: (1) a misconception could only lead to an incorrect response; and (2) matched items would get the same incorrect response. The test was administered to three samples of inner-city sixth graders, in groups, and individually with students asked to explain the reasons for their responses. Results indicated that neither students' wrong answer choices nor the rationale for their answers were consistent enough to warrant analyzing student response patterns in the classroom. Student inconsistency in test answering strategies may have important implications for measurement models and theories that assume a systematic and analytic approach to test taking. (BS)

ED 252 616 UD 023 990

Allen, Walter R.; And Others
Graduate Professional Survey, National Study of Black College Students. Preliminary Report: 1982.
Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Nov 84
NOTE- 24p.; For related documents, see UD 023 988-989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Students; Declining Enrollment; Educational Background; Educational Change; Educational Environment; Equal Education; *Graduate Students; Higher Education; *Professional Education; *Racial Discrimination; Racial Relations; *State Colleges; *Student Attitudes; Student Characteristics; Student College Relationship

This preliminary report summarizes findings from a study of over 400 black graduate and professional students on eight, majority white, state-supported university campuses nationally. Students reported high professional achievement goals and self-concepts, generally came from families displaying high levels of academic and occupational achievement, and reported above average undergraduate grades and rankings. The findings suggest that the experiences of black students in graduate and higher education are less than optimal. On measures of academic performance, social adjustment, campus race relations, and interactions with faculty, student responses were at best ambivalent--more often negative. Such findings should be seen in relation to the national decline in black student enrollments in advanced study degree programs since the mid-70s and the effect of this trend on the black community. Strategies for ameliorating the campus experiences of black graduate and professional students include: (1) attempts to achieve greater involvement of black students in the informal networks of training programs; (2) increasing the presence of students with diverse backgrounds and viewpoints, resulting in a more open institution sensitive to the special needs of black and other nontraditional student populations; (3) the creation of mechanisms facilitating their right to appeal unfair actions or decisions; and (4) ensuring equal access to important professional information and resources. (RDN)

ED 252 425 SE 045 347

Carnegie, John W., Ed.

Anaerobic Digestion. Instructor's Guide. Biological Treatment Process Control.

Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.

PUB DATE- 84

NOTE- 64p.; For related documents, see SE 045 333-354.

GRANT- EPA-T901238

AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

IDENTIFIERS- *Anaerobic Digestion; Unit Processes

This instructor's guide contains materials needed to teach a four-lesson unit on anaerobic digestion control. These materials include: (1) unit overview; (2) lesson plans; (3) lecture outlines; (4) student worksheets for each lesson (with answers); and (5) two copies of a final quiz (with and without answers). Lesson 1 is a review of the theory of anaerobic digestion. Topics covered include the nature of raw sludge, purposes of anaerobic digestion, the biological process, and the results of digestion. Lesson 2 covers classification of digesters and system components. Classification on the basis of function and structure is discussed. The components of the mixing, heating, and gas system are also covered. Lesson 3 deals with process control. The factors which affect operation, control parameters, and sampling and testing are addressed. Lesson 4 is on mathematics calculations relating to process control. Lessons 1, 2, and 3 are supported by a set of 35mm slides (which are indicated in the lecture outlines for these lessons). (JN)

ED 252 512   SP 025 701

DeFlaminis, John A.
School Improvement in Pennsylvania: An Intermediate Unit Perspective.
PUB DATE- Jan 83
NOTE- 7p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p61-66. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Curriculum Development; *Educational Facilities Improvement; *Improvement Programs; *Intermediate Administrative Units; *Long Range Planning; State Programs; *State School District Relationship; Technical Assistance
IDENTIFIERS- *Pennsylvania

A description is given of the structure and operation of 29 intermediate administrative units which provide consulting, advisory, administrative, or statistical services to local school districts in Pennsylvania. The basic services rendered by the units are in the areas of: (1) curriculum development and instructional improvement; (2) management; (3) continuing professional education; (4) pupil personnel; (5) instructional materials; (6) state and federal agency liaison; (7) educational planning; (8) special education; and (9) non-public services. (JD)

ED 252 543 TM 840 746

Rapaport, Ross J.
A Comparison of Anonymous and Identified Respondents to a Client Satisfaction Survey.
PUB DATE- 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Counseling Services; *Evaluation Methods; Higher Education; Questionnaires; Reliability; Research Needs; Responses; *Student Attitudes; *Student Personnel Services
IDENTIFIERS- *Anonymity of Respondents; *Mail Surveys

This investigation of survey research methodology examined the satisfaction differences between anonymous and identified respondents to a client satisfaction survey from a university counseling center. A questionnaire based on the Counseling Services Assessment Blank was mailed to 410 students terminated from counseling during the 1980-81 academic year. The cover letter explained that both response and self identification were optional. The response rate was 59 percent, and 25 percent of the responses were anonymous. Identified respondents reported greater treatment satisfaction levels than did anonymous respondents. Further research is necessary: (1) to confirm the assumption that anonymous respondents provide more accurate information; (2) to determine the influence of perceived survey data uses on responses; and (3) to clarify the satisfaction differences of respondents and non-respondents. (BS)

ED 252 572 TM 850 045

Tauber, Robert T.

Multiple Numbering: An Alternative to Alternative Test Forms as a way to Reduce Cheating on Multiple-Choice Exams.

PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Answer Sheets; *Cheating; Higher Education; *Multiple Choice Tests; *Test Format; Testing

A technique is described for reducing the incidence of cheating on multiple choice exams. One form of the test is used and each item is assigned multiple numbers. Depending upon the instructions given to the class, some students will use the first of each pair of numbers to determine where to place their responses on a separate answer sheet, while others will use the second number of the pair. Students record their social security number, or other unique identification, in a specified area of the examination and answer sheet. They are instructed to use the final digit of the number to determine which item number they should follow, the first or the second. Most preventative measures to combat cheating include preparation and administration of alternative forms of exams. The cost, in time and manpower, to prepare and use alternative test forms is often prohibitive. Multiple numbering one form of an exam can achieve the same effect. The technique has been used at Behrend College of Pennsylvania State University. (DWH)

ED 252 602 TM 850 080

Little, Glenn A.; And Others
A Computer-Based Gaming System for Assessing Recognition Performance (RECOG).
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TL-85-3
PUB DATE- Jan 85
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; Computer Graphics; *Computer Simulation; *Computer Software; Games; Perception Tests; *Recognition (Psychology); *Visual Perception; Visual Stimuli

This report documents a computer-based gaming system for assessing recognition performance (RECOG). The game management system is programmed in a modular manner to: instruct the student on how to play the game, retrieve and display individual images, keep track of how well individuals play and provide them feedback, and link these components by supervising routines in order to execute the game. This modularity in programming, together with the game management system's independence of any graphic database (e.g., aircraft or ship silhouettes, human anatomy, topography, electronic circuits), contributes to its generalizability. The game, then, provides a set of software tools which can be used by others who want to assess recognition performance. The software for the complete gaming system is currently on three floppy disks which control the play of the game, contain the graphic-images database, and maintain records of individuals' recognition performances. The game itself is run with two dual-density disks on the Terak microcomputer employing two drives. It is implemented on the UCSD P-System and written in UCSD PASCAL. The program listing is included in Appendix A. (Author/BW)

ED 252 646 UD 024 036

Cooper, Harris M.

On the Social Psychology of Using Research: The Case of Desegregation and Black Achievement.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 41p.; Some pages may not reproduce well due to light type.
GRANT- NIE-G-82-0022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Black Achievement; Data Analysis; Data Collection; *Desegregation Effects; *Educational Researchers; Elementary Secondary Education; Evaluation Methods; Graduate Students; Higher Education; Literature Reviews; *Research Methodology; *School Desegregation; Scientific Methodology; Social Science Research
IDENTIFIERS- *Research Synthesis

The process of research synthesis is examined in this paper. The results of a case study of what happens to the attitudes of six experts in the field of school desegregation and black achievement when they interactively review the relevant research literature are presented. The impact of these subjects' resulting reviews on the attitudes of a less expert audience (i.e. graduate students) is also examined. It is concluded that the attitude-relevant aspects of research reviewing are probably best understood by noting the special characteristics of the people and circumstances involved and by applying established principles to this unique situation. Attitudes are less likely to change if (as in the case of the research reviewers) there is a high degree of prior knowledge. In addition, the diversity of results often found in a set of empirical studies will inhibit attitude change in its consumers, further impeding consensus. And finally, even when there is agreement on the objective outcome of a set of studies, there may still be discrepancies resulting from subjective interpretations of what the measurements mean. Broader philosophic debates within the social sciences which are helping to define the limits of objectivity are considered and further studies based on the premise that knowledge synthesis is more meaningful if accompanied by descriptions of the process that brought the synthesis about are urged. (RDN)

ED 252 396 SE 045 315

Biddulph, Fred; McMinn, Bill
Experimenting with an Alternative Teaching Approach on "Metals." Learning in Science Project (Primary). Working Paper No. 113.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jul 83
NOTE- 35p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Metals; Questioning Techniques; Science Education; *Science Instruction; Science Projects
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

An alternative approach for teaching primary school science has been proposed by the Learning in Science Project (Primary--LISP(P). This study investigated the use of the approach during three series of lessons on the topic "metals." Each series followed the same general pattern: (1) an introductory session to stimulate children to ask questions about metals, followed by opportunities to (2) answer or explain the questions, (3) investigate whether or not their questions/explanations were good ones, and (4) report findings to the rest of the class. Data were collected from observations and audiotape recordings of classroom interactions, individual student interviews, and from student worksheets (samples of which are included in an appendix). Areas examined focused on: the form of stimulus appropriate for this topic; which questions/explanations should form the basis of student investigations; whether appropriate resource materials are available; whether primary children have investigatory and processing skills adequate to the task; whether children are interested in the topic or reports of other students; what children actually learn; and what are the teacher's experiences in using the approach. Selected results show that students could be stimulated to ask questions, were interested in the topic, but seemed to lack the necessary thinking and investigation strategies. (JN)

ED 252 409 SE 045 331

Thoman, John; Moser, James

Competencies for Mathematics Shelf Tests. Wisconsin Competency-Based Testing Program. Bulletin No. 5184.

Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- CBT/DPI-11/1/84
PUB DATE- Nov 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; Criterion Referenced Tests; Elementary Secondary Education; *Mathematics Education; *Mathematics Instruction; *Minimum Competency Testing; Quantitative Tests; State Departments of Education; *Test Construction; *Test Items
IDENTIFIERS- Competency Based Testing Program; *Wisconsin

This booklet contains the competencies, item specifications, and sample items for the mathematics competency tests developed by the Wisconsin Department of Public Instruction for administration at grades 3, 7, and 10. Commonly referred to as the "shelf tests," they will be available for the first time during the 1985-86 school year. Ten competencies for grade 3, 12 for grade 7, and 12 for grade 10 are first listed. They then, for each competency, are given a brief description, sample items, content description, suggested number of items, and recommendations on question form and response form. (MNS)

Franklin, Edward; And Others
Dress: Images of America. Elementary Version.

Chevron, U.S.A. Inc., San Francisco, CA. Chevron School Broadcast.
PUB DATE- 80
NOTE- 36p.; For other kits in this series, see SO 016 004-006. Reproductions of filmstrip frames may not reproduce clearly.
AVAILABLE FROM- Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing 1 filmstrip, audiocassette, teacher's guide, and wall poster (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; *Clothing; Discussion (Teaching Technique); Elementary Education; *History Instruction; Instructional Materials; *Social Influences; *Social Studies; *United States History; Units of Study

Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary school (grades 2-6) unit which traces the history of dress in America over the last century. Using authentic visuals including posters, paintings, advertising, documentary photography, movies, cartoons, and photographs, the materials offer students a look at the clothes Americans wore during the past century and social influences affecting clothing styles. Beginning with the time of the "bustle" and the effect of the bicycle and "horseless carriage" on clothing styles, the materials trace America's dress through the 1970's. Intended to develop the ideas presented in the filmstrip, the guide presents an introduction to material covered in the filmstrip, suggestions for classroom use (e.g., preliminary discussion, preparation for visual appreciation, a vocabulary check, and a history review outline), the script, reproductions of filmstrip frames, follow-up points for discussion, follow-up student projects, notes on the visuals, a glossary, a list of 17 recommended references, and notes on past series. (LH)

ED 252 469 SO 016 132

Keel, Linda
Re-searching an Ethnographic Study from a Phenomenological Perspective.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Conference of the Mid-South Educational Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Age Teaching; *Data Analysis; *Data Collection; *Educational Research; Elementary Education; *Ethnography; Junior High Schools; Research Design; *Research Methodology; Teaching Methods; Tutoring
IDENTIFIERS- *Phenomenological Research

The methodology and problems of research on cross-age tutoring are reported. Using a phenomenological framework, the two researchers involved in the study worked toward a research method and design that would account for the backgrounds of both; one was trained in the quantifiable methods of natural science, the other in qualitative methods of human science. The study focused on the relationship that developed between eighth graders and first graders paired in a tutoring program. The researchers' graduate assistants observed and interviewed children involved in the program throughout the semester. Differences in approach between the principal investigators surfaced in decisions about the need for hypotheses, objectivity in a situation requiring involvement, reliability, and generalizability. Data analysis has so far only dealt with the observations. More problems may arise in analyzing the interviews and presenting final results. Further issues arising from a phenomenological approach include the need to consider observer reactions, the need for the principal investigators to be directly involved in data collection, and the need to study the teachers' reactions to the tutoring. Despite all the differences the researchers conclude that this collaboration has helped them to confront their own biases. (IS)

ED 252 497 SP 025 522

Olsen, Laurie; Moore, Melinda
Voices from the Classroom. Students and Teachers Speak Out on the Quality of Teaching in Our Schools. A Report of the Students for Quality Teaching Project.
Citizens Policy Center, Oakland, CA.
SPONS. AGENCY- Rosenberg Foundation, San Francisco, Calif.

PUB DATE- 84
NOTE- 79p.
AVAILABLE FROM- Citizens Policy Center, 1515 Webster St., #401, Oakland, CA 94612 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Role Models; Secondary Education; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Conditions

This report is based upon the views and opinions of 2,670 students and 137 teachers in high schools and middle schools in four school districts in California. Quotes from students and teachers are used as illustrations, and as reminders of the human dimension to the schools' problems and successes. The report is divided into sections representing issues which students and teachers identify in assessing the quality of teaching, and the policies and structures which may make effective teaching problematic. Each section discusses an issue and makes recommendations for enhancing and better supporting teachers in their efforts to provide effective learning experiences. Some subjects discussed are: (1) students' perceptions of teachers and the teaching profession; (2) students' assessment of the impact of teachers on their lives; (3) students' opinions on teachers' knowledge of subject matter; (4) students' judgments on what makes a good or a poor teacher; (5) teachers' perceptions of student behavior, working conditions, and relationships with administrators; (6) problems faced by beginning teachers; and (7) teachers' and students' opinions on choosing teaching as a career. (JD)

ED 252 557 TM 850 026

McArthur, David

Diagnostic Testing Package DX v 2.0 Technical Specification.
Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 18p.; For related document, see TM 850 027. Computer programs included in this document were written by David McArthur and C. R. Morris.
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Computer Software; *Diagnostic Tests; Elementary Secondary Education; Flow Charts; Higher Education; *Test Construction
IDENTIFIERS- *DX Diagnostic Testing System; *PASCAL Programing Language

This paper contains the technical specifications, schematic diagrams, and program printout for a computer software package for the development and administration of diagnostic tests. The second version of the Diagnostic Testing Package DX consists of a PASCAL-based set of modules located in two main programs: (1) EDITTEST creates, modifies, and reviews the test materials which are to appear on screen; and (2) RUNTEST administers, manages, and scores the real-time testing session. EDITTEST creates two files for each test: (1) "filename" Q.TEXT, a test file containing registers for each test item; and (2) "filename," a datafile containing the test text. RUNTEST opens the EDITTEST files for input and an output file, "studentname." TEXT, which summarizes a student's test performance. This last file follows the format requirements of STATPAK, a microcomputer statistical package which is being adapted for a third main program for the DX package. (BS)

ED 252 587 TM 850 064

Faculty/Staff Recruitment Report: Calendar Year 1983.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.56
PUB DATE- May 84
NOTE- 66p.; For a related document, see ED 233 613.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($2.70, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Selection; *Affirmative Action; *Blacks; Elementary Secondary Education; *Ethnic Distribution; *Hispanic Americans; Organizational Objectives; Program Evaluation; School Districts; *Teacher Recruitment
IDENTIFIERS- *Austin Independent School District TX

This report presents the Austin Independent School District's (AISD) Affirmative Faculty/Staff Recruitment Plan 1983 evaluation findings. The plan has two long range goals: (1) to have male and female representation at all employment levels whenever possible; and (2) to attain ethnic percentages for all levels of the professional personnel population that approximately correspond to the ethnic percentages of the district's pupil enrollment. The report addresses: (1) ethnic distribution of AISD students and Texas students; (2) ethnic distribution of AISD employees and Texas employees; (3) ethnic distribution of the available labor market; (4) AISD recruitment and hiring efforts; and (5) current staffing patterns. Student overall ethnic percentages have changed little from 1982. Percentages of minority professionals and administrators have increased. AISD is getting closer to matching Black ethnic percentages, but is not close to matching Hispanic percentages. The percentages of Black or Hispanic student teachers and teachers newly certified are still small, although there was a noticeable increase from 1982 to 1983 in the case of Hispanics. Hiring goals were met for Black new professionals, but were three percentage points below goal for Hispanics. It appears the District put more effort into recruiting Blacks than Hispanics or Anglo/Others. (BS)

ED 252 631 UD 024 013

An Interim Report on the Implementation of Chapter 1.
Children's Defense Fund, Washington, D.C.
PUB DATE- 84

NOTE- 36p.; A White Paper prepared by the CDF Education Division.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($4.75 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Parent Participation; *Program Effectiveness; Program Improvement; Student Participation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Program Monitoring; *Reagan Administration

This document presents the findings of a study by the Children's Defense Fund (CDF) on the Chapter 1 program of the Education Consolidation Improvement Act and makes recommendations for Congressional action. Overall, budget cuts and legislative changes have weakened the program's effectiveness and are depriving eligible children of its services. Findings include the following: (1) 790,000 fewer children were served by Chapter 1 in 1982-83 than were served by Title I in 1979-80, a three-year decline of 15 percent; (2) high school, kindergarten, math, and summer school Chapter 1 programs were eliminated in 12 States; (3) parent involvement decreased dramatically in 25 States; (4) Federal oversight, guidance, and technical assistance to States and school districts disappeared; and (5) State monitoring and guidance were reduced drastically in 25 States. The following were among the observations made: (1) President Reagan and Congress made a serious mistake when they replaced Title I with Chapter 1 and the changes are destroying the program; (2) Congress should conduct oversight hearings, legislate necessary changes, and increase appropriations; and (3) concerned citizens should gain knowledge of how Chapter 1 is working in their community and act to monitor it. (This document contains seven appendices which include information related to Chapter 1 and Title I requirements, student enrollment, numbers services, and effectiveness.) (KH)

ED 252 454 SO 016 093

Scull, C. Robert; McCartney, Donna
South Asia in the Minds of Pennsylvania High School Students.

PUB DATE- Oct 84
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984). Research supported by a grant from the Shippensburg University Foundation Program of Grants for Faculty Research.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Asian Studies; Educational Research; Geography Instruction; High Schools; *High School Seniors; History Instruction; Non Western Civilization; Political Science; *Student Attitudes; *Student Interests
IDENTIFIERS- Afghanistan; *Asia (South); Bangladesh; India; Pakistan; Pennsylvania

Pennsylvania high school seniors who were tested on their knowledge of South Asian geography, history, political science, and culture knew little about this politically important region. The sample included 684 urban and rural students from high and low income families who answered 43 multiple choice questions on knowledge, interests, and attitudes about South Asia. Some of the weak areas included confusion about American relationships with Pakistan and India; incorrectly identifying India, Pakistan, Afghanistan, and Bangladesh on maps; not recognizing India, Pakistan, and Bangladesh as former British colonies; and demonstrating uncertainty about religious and ethnic divisions within the area. Student attitudes toward South Asia were neutral to negative, but their attitudes toward South Asians personally were receptive. They were also somewhat interested in learning more about the culture of the region. Appendices include information about participating high schools and the breakdown for answers to 12 of the 43 questions used on the multiple choice test. (IS)

ED 252 484 SO 016 180

Van Camp, Julie
Teaching about Our Jury System. Unit 2. Our Right to an Impartial Jury of Our Peers, Our Role to Serve as an Impartial Factfinder When Called for Jury Service, Our Responsibility as Global Citizens to Understand the Judicial Systems of Other Countries. Teaching Guide.
North Carolina Administrative Office of the Courts, Raleigh.; North Carolina Governor's Crime Commission, Raleigh.; Phi Alpha Delta Law Fraternity International, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 85
NOTE- 117p.; For unit 1, see SO 016 179. This guide is part of a 5-part educational program including a film strip, cassette, teaching guide, computer courseware, and computer instructional manual.
AVAILABLE FROM- The Center for Research and Development in Law-Related Education (CRADLE), School of Law, Wake Forest Univ., P.O. Box 7206, Reynolds Station, Winston-Salem, NC 27109.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Courts; Delinquency; Foreign Countries; *Global Approach; High Schools; Instructional Materials; Justice; *Laws; Learning Activities; *Legal Education; Sentencing
IDENTIFIERS- *China; *Juries; Law Related Education

Designed for use in the high school curriculum, two lessons introduce students to contemporary issues surrounding the American jury system and to political, legal, and economic systems of other countries. Although intended for use with a filmstrip, cassette, computer software, and a computer instructional manual, activities in the teaching guide can be used independently. For each lesson, background information, statement of purpose, objectives, vocabulary words, and student activities and handouts are provided. Lesson one focuses on contemporary issues confronting the jury system, such as size of jury and length of service. Lesson two, "Comparative Judicial Systems: A Global Perspective," examines the role of the public in the judicial process in Western and European communist countries. Students explore the Chinese court system, its mediation process, the rights of women, selected family law issues, the juvenile justice system, sentencing practices, and individual rights. The document concludes with a list of related resources, guidelines for resource persons, and charts depicting the court systems of North Carolina and the People's Republic of China. (LH)

ED 252 513 SP 025 702

Hayford, Carolyn
Cabell Alternative School.
PUB DATE- Jan 83
NOTE- 8p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p67-73. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches/Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Credits; *Delinquent Rehabilitation; *Discipline Policy; High Schools; Improvement Programs; *Nontraditional Education; Nontraditional Students; *Probationary Period; School Organization; Time Management

A description is given of administrative and policy changes made in an alternative school serving delinquent students at the high school level. Previous to a reorganization of the school, and the development of a different philosophy, the school was mainly attended by students simply because they were on probation and the only alternative to school was jail. Stern discipline policies and emphasis on earning high school credits have changed the focus to one of encouraging students to return to their regular high school to complete their secondary education. (JD)

ED 252 528 TM 840 644

Norman, Geoffrey R.
The Role of Knowledge in Teaching as Assessment of Problem Solving.
PUB DATE- 84
NOTE- 17p.; Based on a paper entitled "Cognitive Psychology and Medical Problem Solving" presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Clinical Diagnosis; *Clinical Experience; Clinical Teaching (Health Professions); *Cognitive Processes; Educational Theories; Higher Education; *Medical Education; Memory; Pattern Recognition; *Problem Solving; Research Needs; Student Evaluation; Teaching Methods

Although medical education currently emphasizes problem solving skills, recent evidence from psychological studies of clinical reasoning suggests that medical expertise is characterized by the gradual accumulation of experience in memory. This results in an ability to perceive, organize, and recall the extensive information given by the patient. The experienced clinician is a better problem solver by virtue of accumulated experience, not as a result of innate or learned problem solving skill. These results suggest curriculum innovations providing an environment rich in clinical experience, and concept learning in the context of clinical problems. Further research is needed to identify the strategies used by experts in dealing with unusual or atypical problems. (BS)

ED 252 617 UD 023 991

Gittell, Marilyn; Tainsh, Paul
The New Federalism and the State Response. Implications for Cities.
National Urban Coalition, Washington, D.C.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 84
NOTE- 75p.
AVAILABLE FROM- National Urban Coalition, 1120 G St., N.W., Washington, DC 20005 ($10.00 plus $2.50 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; Case Studies; Community Involvement; Community Organizations; Federal Aid; Federal Programs; *Federal State Relationship; *Government Role; Needs Assessment; Program Implementation; State Action; State Aid; *State Government; State Programs; *Urban Population
IDENTIFIERS- California; Entitlement Programs; Food Stamp Program; Interest Groups; Intergovernmental Relations; Michigan; *New Federalism; Redistributive Programs; South Carolina; Texas

This report focuses on the new intergovernmental relationships developing between cities, States and the Federal government as funds are "block granted." The first chapter discusses the historical background of federalism and the redistributive role of government, and puts the "new federalism" in perspective. The following three chapters deal with the impact of the new federalism on urban populations, the states' response to the new federalism, and the emerging relationships in governance and politics. The fifth chapter identifies the new participants in the state urban arena--community organizations and interest groups. An appendix, which makes up two-thirds of the document, contains four case studies on State implementation of block grants, in California, Michigan, South Carolina, and Texas. A further appendix provides research guidelines for studying the States' implementation of block grants. Five tables detail: (1) the decline in combined AFDC-Food Stamp Benefits adjusted for inflation, by State; (2) major features of Federal block grants; (3) income restrictions, fees, and services specified by block grants; (4) decline in combined AFDC-Food Stamp Benefits adjusted for inflation; and (5) funding levels for block grants and consolidated categorical programs. FY 1979-1982. (RDN)

ED 252 410 SE 045 332

Riley, Mary S.; And Others
Development of Children's Problem-Solving Ability in Arithmetic.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1984/37
PUB DATE- 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Educational Research; Elementary

Secondary Education; *Mathematics Education; *Mathematics
Instruction; *Problem Solving; *Research Utilization
IDENTIFIERS- *Mathematics Education Research

This chapter from a longer work concerns the ability of children to solve arithmetic word problems. The studies reviewed suggest that, with age, children's improved ability to solve word problems primarily involves an increase in the complexity of conceptual knowledge required to understand the situations described in those problems. Considered in the various sections are conceptual and procedural knowledge in problem solving, approaches to analyzing knowledge in problem solving, a review of research on children's word problem solving, a theory of the knowledge required to solve word problems, the locus of improvement in problem-solving skill, stages of conceptual knowledge, related analysis of conceptual understanding in problem solving, and a summary discussion. (MNS)

ED 252 426 SE 045 348

Carnegie, John W., Ed.
Anaerobic Digestion. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 110p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Anaerobic Digestion; Unit Processes

This student manual contains the textual material for a four-lesson unit on anaerobic digestion control. Areas addressed include: (1) anaerobic sludge digestion (considering the nature of raw sludge, purposes of anaerobic digestion, the results of digestion, types of equipment, and other topics); (2) digester process control (considering feeding and loading, control of supernatant quality and effects, use of laboratory tests and other information for process control, chemicals used in digester control, and other topics); and (3) troubleshooting assistance (for loading supernatant, digested sludge, sludge pumping and pipelines, sludge temperature control using internal coils, sludge temperature control using external heat exchangers, sludge mixing--gas mixers, sludge mixing--mechanical mixers, scum blanket, digester gas system, digester covers--fixed, digester covers--floating, digester covers--gas holder type, and toxicity). A list of objectives, glossary of key terms, list of references, and worksheets are included. (JN)

ED 252 544 TM 840 758

Taylor, Marcia B; Porterfield, William D.
Research Data on the Measure of Epistemological Reflection: Measuring the Perry Scheme.
PUB DATE- 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, April 1984). For a related document, see ED 235 438.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Tests; *Epistemology; Higher Education; Interrater Reliability; Research Needs; Scoring; Test Construction; Test Manuals; Test Reliability; *Test Validity
IDENTIFIERS- *Measure of Epistemological Reflection; Perry Scheme of Intellectual Ethical Development

This paper describes the Measure of Epistemological Reflection (MER), an instrument to assess cognitive developmental level according to the Perry scheme of intellectual and ethical development. It contains sets of questions for each of the six cognitive domains: decision making, learner role, instructor role in the learning process, peer role in the learning process, evaluation systems, and the nature of truth or reality. The first question focuses the respondent's thinking on the domain while followup questions probe for the justifications for the respondent's thinking. The rating manual has the same format, with specific response examples to reduce inference in the rating process. The MER was administered to four samples of undergraduate and graduate students (n=621). Reliability was explored through interrater agreement (exact agreement percentage on domain ratings and modal total protocal ratings, plus correlation of continuous protocol ratings) and internal consistency (one domain rating's consistency with total protocol ratings across subjects). Validity was investigated three ways: (1) content validity by the match of test domains to the Perry scheme; (2) concurrent validity by comparisons to Measurement of Intellectual Development results; and (3) construct validity by analysis of variance by level of education. (BS)

ED 252 573 TM 850 047

Elam, Stanley M., Ed.
Gallup Polls of Attitudes Toward Education, 1969-1984. A Topical Summary.
Phi Delta Kappa, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-792-7
PUB DATE- 84
NOTE- 92p.
AVAILABLE FROM- Phi Delta Kappa, Box 789, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; National Surveys; *Public Opinion; *Public Schools; Social Attitudes; Trend Analysis
IDENTIFIERS- *Gallup Poll; United States

This report is a summary of the results of annual Gallup Polls of the Public's Attitude Toward the Public Schools of the United States for the years 1969 through 1983. A full report of the 1984 poll is included. The items have been arranged topically so that the user can identify and follow trends more readily. Some questions have been asked repeatedly over the years. Only one question, "What are the problems of your local schools?", has been asked in every poll. The year in which a question was asked is listed after the question, and related questions are grouped together. The topics covered in the survey include public awareness; perceived importance of educations; goals; school quality and improvement; innovations; finances; government and schools; private and parochial schools; curriculum and materials; computers; homework; extracurricular activities; testing; attendance; uninterested, handicapped, or special students; student self-evaluation; discipline; drugs, alcohol, and smoking; crime; student rights; racial issues; parents, teachers, administrators, and school boards; colleges; youth unemployment; adult education; preschool; and the National Commission on Excellence in Education. (DWH)

ED 252 603 UD 023 216

Urban Gateways Arts for Learning Program. Chapter 1 ECIA Selection, 1983-1984. and Urban Gateways Artist-in-Residence Programs.

Urbana Gateways, Chicago, IL.

PUB DATE- 83

NOTE- 28p.; Some pages are printed on colored paper; Three pages may not reproduce well due to light print; For related documents, see UD 023 217.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Art Education; Artists; Creative Writing; *Cultural Activities; Dance Education; Elementary Secondary Education; Music Education; Theater Arts; *Urban Schools; Visual Arts; Workshops

IDENTIFIERS- Artist in Residence Program IL; *Arts for Learning Program IL

Two documents are combined. The first describes the Arts for Learning program provided by Urban Gateways, a Chicago-based, nonprofit arts and education organization that serves as a resource for schools in six Illinois counties. Urban Gateways provides the resources to make the arts an integral part of the learning process in elementary and secondary schools, combining student, teacher, parent and community involvement. After an introduction (part I), part II of this report describes the program's objectives and part III outlines the components provided to participating schools. These components include (1) the artist in residence program, (2) field trips, (3) in-school performances, (4) parent workshops, (5) teacher inservice workshops, (6) out-of-school cultural events, (7) school orientation meetings, (8) ongoing and summative evaluation, and (9) curriculum materials and supplies. Part IV discusses the responsibilities of principals, in-school program coordinators, participating teachers, and outsiders (parents or community representatives) in schools that participate in the Arts for Learning program. The remaining material in this report consists of procedural guidelines for participation, reimbursement, and obtaining teacher stipends; descriptions of various program options; and a chronological history of Urban Gateways since its inception in 1961. The second document report contains brief descriptions of workshops available to students in the Chicago metropolitan area under the Urban Gateways program. The workshops, conducted by "resident artists," are divided into five thematic areas: (1) creative writing residencies; (2) dance and movement residencies; (3) music residencies; (4) theatre residencies; and (5) visual arts residencies. (GC)

ED 252 441 SO 016 012

Population Education in Social Studies: Some Sample Lessons for the Secondary Level.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/349-2500

PUB DATE- 84

NOTE- 67p.; For sample lessons in the 1980 series, see ED 198 017-018 and ED 193 028-031. For related documents in the 1984 series, see SO 016 013-015.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Demography; Developing Nations; Ecology; Economic Development; Interdisciplinary Approach; Learning Activities; Lesson Plans; Life Style; *Overpopulation; *Population Education; Population Growth; Quality of Life; Secondary Education; *Social Studies; Values

IDENTIFIERS- *India

This booklet consists of 10 sample lessons integrating population education into the social studies. It is one of four in a series. Materials differ from those in an earlier series (1980) in that lessons are presented at the secondary level only; there is no duplication of lessons from the earlier series in terms of content and teaching strategies. Lessons focus on population problems; population in India; world population growth; problems of independent India; effects of population size on per capita income, standard of living, and economic development; the effect of population change on ecological balance; quality of life and socialist modernization; population and cities; children as liabilities and assets; and sociocultural values affecting population change. Each lesson contains a box which provides the user with initial information with regard to content, objectives, grade level, and subject into which population education should be integrated. Although the main body of each lesson varies, most lessons contain an overview of content, teaching-learning strategy, and evaluation suggestions. Lessons were adapted from material derived from China, India, and the Philippines. (LH)

ED 252 455 SO 016 104

Harding, John S.
How Old Is Scientific Psychology?
PUB DATE- Aug 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intellectual History; Literature Reviews; Periodicals; Psychological Studies; *Psychology
IDENTIFIERS- Germany

Scientific psychology did not begin with Fechner and Wundt in the 19th century; its roots actually stretch back to 18th century Germany. The only detailed account of this period was published by Max Dessoir more than 80 years ago. Dessoir identified some of the crucial figures in early psychology, including Wolff, Bonnet, Kruger, Hissman, and Mendelssohn. From 1783 to 1808, approximately 14 periodicals existed which dealt with psychology as we now conceive it. The earliest of these was the "Journal of Experiential Psychology." Seven journals dealt with a broad range of psychological topics, including applications to related fields such as education, linguistics, ethics, and psychopathology; five were devoted to physiological psychology and hypnotic phenomena; and two concentrated on characterology and psychotherapy. Three of the most important were the "Journal of Experiential Psychology," founded by Moritz; the "General Register for Empirical Psychology and Related Sciences," edited by Mauchert; and the "Psychological Journal," edited by Schmid. After 1808 these psychological journals became very rare, probably because of economic difficulties, a general disillusionment with empirical psychology, and the emergence of psychiatry as a medical specialty. (IS)

ED 252 470 SO 016 135

Consultation of the U.S. Commission on Civil Rights. (Washington, DC, June 6-7, 1984). Volume 1.

Commission on Civil Rights, Washington, D.C.

PUB DATE- 7 Jun 84

NOTE- 231p.; Some pages contain small type that may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Civil Rights; Employment Practices; *Equal Opportunities (Jobs); Females; Laws; Males; *Salary Wage Differentials; *Sex Discrimination

IDENTIFIERS- *Comparable Worth

A result of the United States Commission on Civil Rights consultation on the concept of equal pay for work of comparable value, this publication presents all papers submitted by participants. The papers are: "The Earnings Gap in Historical Perspective" (Claudia Goldin); "Occupational Segregation and the Earnings Gap" (Andrea H. Beller); "Women in the Economy: Perspectives on Gender Inequality" (Solomon William Polachek); "Explanations of Job Segregation and the Sex Gap in Pay" (Paula England); "Comparable Worth at Odds with American Realities" (Brigitte Berger); "Comparable Worth: A Practitioner's View" (Alvin O. Bellak); "Using Job Evaluation to Obtain Pay Equity" (Donald P. Schwab); "Comparable Worth and Realistic Wage Setting" (Herbert E. Northrup); "Identifying Wage Discrimination and Implementing Pay Equity Adjustments" (Ronnie J. Steinberg); "Overview of Pay Initiatives, 1974-1984" (Nina Rothchild); "Race- and Sex-Based Wage Discrimination Is Illegal" (Winn Newman and Christine Owens); "Comparable Worth: Legal Perspectives and Precedents" (Robert E. Williams); "Pay Equity is a Necessary Remedy for Wage Discrimination" (Joy Ann Grune); "An Argument Against Comparable Worth" (June O'Neill); "Comparable Worth as Civil Rights Policy: Potentials for Disaster" (Jeremy Rabkin); and "The Employment and Earnings of Women: The Comparable Worth Debate" (Ray Marshall and Beth Paulin). Abstracts of the papers are provided. (RM)

ED 252 498 SP 025 526

Kaufman, Johanna Wahl
Relationship between Teacher Motivation and Commitment to the Profession.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Individual Needs; *Job Satisfaction; *Performance Factors; Professional Recognition; School Organization; Self Actualization; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- *Motivation Hygiene Theory

A study examined the feasibility of the use of the Herzberg Motivation-Hygiene Theory to identify groups of teachers as motivation seekers. The theory distinguishes individuals by their personal needs, i.e., "hygiene needs," such as working conditions, salary, class size, supervision, policy, and benefits; and "motivation needs," such as recognition, achievement, responsibility, and intrinsic rewards of the job. A questionnaire was developed to measure: (1) motivation/satisfaction; (2) hygiene/dissatisfaction; and (3) commitment/activities. Responses were obtained from 198 elementary and secondary school teachers. The study concluded that the Herzberg Motivation-Hygiene Theory could be used in education to distinguish between motivation seekers and hygiene seekers. Based on criteria established for this study, motivation seekers were more committed to the teaching profession than were non-motivation seekers. Demographic variables had no bearing on the respondents' degree of motivation. A discussion of the findings includes implications for practice and for further research. (JD)

ED 252 514 SP 025 703

Marockie, Mary

Using Effective Teaching/School Research in an Elementary School.

PUB DATE- Jan 83
NOTE- 7p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p75-80. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Curriculum Development; Elementary Education; *Feedback; *Improvement Programs; Information Dissemination; *Open Plan Schools; *Research Utilization; Teacher Attitudes; Test Wiseness; *Time on Task
IDENTIFIERS- Positive Attitudes

A description is presented of an improvement program that focused upon a small, flexible, open primary school. The school had been targeted for improvement because of rather low test scores. Improvement efforts focused on findings from four basic strands of school research: (1) structured learning environment; (2) academic feedback; (3) high teacher/high student expectations; and (4) time on task. Actions taken in each of these areas are briefly discussed, some results are noted, and expectations for the future are projected. (JD)

ED 252 529 TM 840 674

Marsh, Herbert W.; Smith, Ian D.
Masculinity, Femininity and Androgyny: Their Relations to Multiple Dimensions of Self-Concept.
PUB DATE- 15 Sep 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Androgyny; *Females; Foreign Countries; High Schools; *Males; Models; Personality Studies; *Personality Traits; Predictor Variables; Psychometrics; *Self Concept; Self Concept Measures; Sex Role; *Social Values
IDENTIFIERS- Australia (Sydney); Australian Sex Role Scale; Femininity; Masculinity; *Masculinity Femininity Variable; Self Description Questionnaire II

Masculinity (M) and Femininity (F) were related to multiple dimensions of self-concept for responses from 962 high school students. Androgyny theory predicts that F, as well as M, will contribute positively and uniquely to self-concept, but previous research has typically found that the contribution of F is nil or even negative after controlling for the contribution of M. However, in the present research, M scores and F scores each contributed positively and uniquely to the prediction of self-concept. In a few areas of self-concept the contribution of F was actually more positive than the contribution of M, and these tended to be the areas in which females had higher self-concepts than males. Surprisingly, the contribution of M to the prediction of self-concept was somewhat greater for females than for males, while the contribution of F was as large or larger for males as for females. Nevertheless, the relative contribution of M and F to the prediction of self-concept had more to do with the area of self-concept than with the gender of the respondent. The issues of social desirability, the possible bipolarity of MF, and the multidimensionality of both MF and self-concept are discussed. (Author)

ED 252 558 TM 850 027

McArthur, David; Cabello, Beverly
How to Use the DX SYSTEM of Diagnostic Testing. Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 50p.; For related document, see TM 850 026.

GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Computer Software; Criterion Referenced Tests; *Diagnostic Tests; Elementary Secondary Education; Microcomputers; Student Evaluation; Teacher Made Tests; *Test Construction; Test Items
IDENTIFIERS- Apple II; *Domain Referenced Tests; *DX Diagnostic Testing System

The DX SYSTEM of Diagnostic Testing is an easy-to-use computerized system for developing and administering diagnostic tests. A diagnostic test measures a student's mastery of a specific domain (skill or content area). It examines the necessary subskills hierarchically from the most to the least complex. The DX SYSTEM features tailored testing with immediate student feedback. In addition teachers can obtain an immediate student performance profile, plus additional information to help diagnose and remediate a student's problems. This manual provides detailed directions for operating the DX SYSTEM on an Apple II computer. The steps include: (1) "booting up"; (2) making a back-up copy; (3) the menu; (4) how to enter test items; (5) administering the test; and (6) how to obtain test results for individual students. In addition it describes six steps for developing diagnostic tests and test items: (1) developing a blueprint of the domain; (2) mapping prerequisite skills for the target domain; (3) developing a hierarchy or sequence of skills; (4) writing test items using common conventions of item writing; (5) reviewing the test items; and (6) field testing the items. (BS)

ED 252 588 TM 850 065

Kindergarten Nonattenders: Starting out Behind.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.41
PUB DATE- 84
NOTE- 18p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; *Educationally Disadvantaged; *Grade 1; High Risk Students; *Kindergarten; Low Income Groups; Primary Education; *School Entrance Age; Student Characteristics
IDENTIFIERS- *Austin Independent School District TX

In 1983 first graders who had not attended Austin Independent School District (AISD) kindergarten were studied to identify the number and characteristics of kindergarten nonattenders. Data were collected during parent/teacher conferences and by telephone interviews. Of 4550 first graders, 83 (2 percent) were kindergarten nonattenders and 473 (10 percent) attended other kindergartens. The nonattenders came from low income families scattered throughout the district. Over half were in day care while the rest stayed home. There were more blacks and fewer Anglos proportionally among nonattenders than among first graders as a whole. Of the nonattenders who are in Chapter 1 schools, 70% are being served by the Chapter 1 Program for low achievers. First grade retention rates are 13 percent for nonattenders and 9 percent for students who attended AISD kindergarten. Kindergarten nonattenders are at high risk for failure. More effective recruiting could improve the chances for students who might otherwise not attend kindergarten. (BS)

ED 252 632 UD 024 018

High, Edward G.
Nutritional Problems of the Sixties and Seventies and Challenges of the Eighties. Occasional Paper, Volume II, Number 8.
North Carolina Univ., Chapel Hill. Inst. of Nutrition.
SPONS. AGENCY- North Carolina Agricultural and Technical State Univ.,

Greensboro.
PUB DATE- May 82
NOTE- 16p.; Address presented at the Annual Percy L. Julian Memorial Lecture (1st, Greensboro, NC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; *Disease Incidence; *Eating Habits; *Nutrition; Nutrition Instruction; *Physical Health; Racial Differences
IDENTIFIERS- Georgia; South Carolina; Tennessee

Summarized in this address are the results of a number of nutritional surveys from the sixties and seventies. Nutritional problems have been identified in a number of areas that cut across all socioeconomic and racial groups, the focus being on studies in rural South Carolina, Georgia, and Tennessee. Changes in nutrition with age and changes in nutrition of families involved in a community nutrition program are also looked at. It is argued that, while research in the past decade has brought greater understanding of the nutritional problems of the U.S. population, the same period has seen a change in the nation's eating and buying habits, with more highly processed food being consumed and more meals being eaten away from home. A major challenge for the eighties must be to ensure that these commercially prepared and processed foods are as nutritious, if not more nutritious, as the naturally occurring foods. To do this, the bioavailability of nutrients in processed foods must be assessed. Encouraging signs of progress are the FDA agreement that sodium content be placed on food labels and the guidelines proposed by USDA and HEW concerning fat, sugar, salt, and alcohol intake. (RDN)

ED 252 397 SE 045 316

Harlen, Wynne; Osborne, Roger

Toward a Teaching Model for Primary Science. Learning in Science Project (Primary). Working Paper No. 114.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- May 83
NOTE- 25p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Evaluation Criteria; Foreign Countries; Learning Processes; Learning Strategies; *Models; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Methods
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The Learning in Science Project (Primary)--LISP(P)--was designed to examine problems and difficulties in primary science and to explore ways of overcoming these problems. Early research led to a proposal that children's questions and explanations could form the basis of an alternative teaching approach. However, several issues were raised which led to the need to reconsider the proposed teaching approach. Following a brief discussion of these issues this paper: (1) considers how any teaching approach is developed from a particular view of learning; (2) analyzes what a teaching model should include to be internally consistent; (3) discusses features of a generative model designed to help children develop ways of exploring and viewing the world around them (reconsidering the set of learning experiences; identifying the roles of learners, teachers, and students in the learning process; and examining the criteria to be used in the approach); (4) examines several constraints related to the proposed instructional approach; (5) outlines a framework for teaching sequences (consisting of exploration, investigation, and reflection phases); (6) discusses the content of science in the primary school; and (7) offers suggestions to encourage teachers to adopt new ways of teaching. (JN)

ED 252 574 TM 850 050

Friedman, Larry P.
Trivariate Scatter Plots.
PUB DATE- Aug 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Graphics; Computer Software; Correlation; *Data Analysis; Factor Structure; Monte Carlo Methods; *Multivariate Analysis; *Statistical Distributions
IDENTIFIERS- Data Display; Scatter Plots; TAU Equivalence; THREEDE Computer Program

Few methods have been tried and used to graphically represent more than two variables. This poster session showed a new method for representing three continuous variables on a single scatterplot using the THREEDE computer program. Two variables are represented as a normal bivariate distribution. The third variable is represented by a symbol, e.g. a circle or square, surrounding the bivariate point. The symbol size shows the relative size of the third variable. Additional symbols or different colors can be used. Methods and examples for three statistical areas are presented: (1) correlational data between three variables; (2) a TAU squared design (between-level differences of three dependent variables for an independent variable); and (3) factor loadings. (Author/BS)

ED 252 618 UD 023 993

Estimates of the Population of Puerto Rico and the Outlying Areas: 1980-1983.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Nov 84
NOTE- 9p.; For population estimates for 1970-1982, see ED 241 660.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Migration; Population Growth; *Population Trends
IDENTIFIERS- American Samoa; Guam; Northern Mariana Islands; Pacific Trust Territory; Puerto Rico; Virgin Islands

This report presents estimates of the population for July 1, 1980, to 1983 for Puerto Rico, the Virgin Islands of the United States, American Samoa, Guam, the Northern Mariana Islands, and the remainder of the Trust Territory of the Pacific Islands. For each of these areas, the report also gives 1980 census counts and the components of population change for the 1980-83 period (i.e. natural change, or births minus deaths and net migration). The following are the report's major points: (1) except for Puerto Rico, all of the areas are growing at a rate well above that of the United States; (2) of all the areas, Guam has exhibited the highest percent growth since 1980; (3) almost half of the large increase in the population of Guam between July 1, 1982, and July 1, 1983 was due to an increase of 2,700 in the number of dependents of the Armed Forces; (4) Puerto Rico grew by only 2.2 percent since 1980, partly because of the high net migration out of Puerto Rico between 1980 and 1983; and (5) the Virgin Islands, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands all exhibited growth rates between those of Guam and Puerto Rico. (Author/KH)

ED 252 411 SE 045 333

Klopping, Paul H.
Aerobic Digestion. Biological Treatment Process Control. Instructor's Guide.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 26p.; For related documents, see SE 045 334-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Aerobic Digestion; Unit Processes

This unit on aerobic sludge digestion covers the theory of the process, system components, factors that affect the process performance, standard operational concerns, indicators of steady-state operations, and operational problems. The instructor's guide includes: (1) an overview of the unit; (2) lesson plan; (3) lecture outline (keyed to a set of slides designed for use with the unit); (4) narrative for the slide program; (5) overhead transparency masters; (6) student worksheet (with answers); and (7) two copies of a final quiz (with and without answers). (JN)

ED 252 427 SE 045 349

Boe, Owen K.
Activated Sludge. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 54p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- Unit Processes

This instructor's guide contains the materials needed to teach a seven-lesson unit on activated sludge. These materials include an overview of the unit, lesson plans, lecture outlines (keyed to slides designed for use with the lessons), student worksheets for each of the seven lessons (with answers), and two copies of a final quiz (with and without answers). Topic areas addressed in the lessons include: (1) review of activated sludge concepts and components (including aeration tanks, aeration systems, clarifiers, and sludge pumping systems); (2) activated sludge variations and modes; (3) biological nature of activated sludge; (4) sludge quality and respirometry for process control; (5) return sludge control; (6) waste sludge control; and (7) trend charts, testing, and data management. (JN)

ED 252 471 SO 016 136

Roberts, Don R.; And Others
Administrator's Guide for Art Education.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 83
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Art Activities; *Art Education; Art Materials; Check Lists; Community Resources; Course Content; Curriculum; *Curriculum Development; *Educational Administration; Educational Finance; Educational Objectives; Educational Planning; Elementary Secondary Education; Facilities; Parent Role; Program Budgeting; Safety; Scheduling; Sequential Approach; Teacher Role; Teaching Methods

This guide is intended to help school administrators and educators in Arkansas develop and maintain a strong elementary and secondary art education program. There are six sections. The first section discusses the role that the school board, the superintendent, the principal, the art supervisor, the art teachers, and parents can play in developing an effective art program. Overall program objectives are outlined. The next three sections focus on the elementary, middle and junior high, and secondary art programs, respectively. Topics discussed include purpose of the art program, time and scheduling, methods of providing art instruction, and course content. Checklists are also provided for each level. The fifth section focuses on physical facilities. A number of topics are discussed, including specifications for self-contained classrooms, art supplies, equipment, how to convert a classroom into an art room, and art room plans. The concluding section deals with finance and operations, budget, criteria for selection of art supplies and materials, liability for pupil injuries, and community resources. A general bibliography is provided. (RM)

Watts, Michael, Ed.
Student Activities to Accompany the People on Market Street Film Series--A Series of Seven Economics Films Distributed by the Walt Disney Educational Media Company.
Indiana Council for Economic Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Purdue Research Foundation, Lafayette, Ind.
PUB DATE- 83
NOTE- 157p.; Developed in cooperation with the Pacific Academy for Advanced Studies. Approximately half of the document is printed in red ink.
AVAILABLE FROM- Walt Disney Educational Media Company, 500 South Buena Vista St., Burbank, CA 91251 (Set containing 7 two-part economics filmstrips, 14 cassettes or records, teacher's guide, catalog cards, and storage box, $349.00--SET-63-8066-DA).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Costs; *Economics Education; High Schools; Instructional Materials; Learning Activities; Wages
IDENTIFIERS- *Free Enterprise System; Market Value; Property Rights; Scarcity; Supply and Demand

Designed to help students in grades 9-12 understand economic terms, fundamental economic principles of the free enterprise system, and economic forces that influence activities in everyone's life, this teacher's guide provides over 50 reproducible activity sheets on the following topics: (1) scarcity and planning, (2) cost, (3) demand, (4) supply, (5) market clearing price, (6) wages and production, and (7) property rights and pollution. Although the materials were intended for use with a 7-part film series, they can be used independently to supplement any unit on economics. Each activity sheet provides a detailed synopsis of a problem requiring students to analyze information critically; compare data; provide answers to short answer and essay questions; and complete graphs, charts, and puzzle activities. A chart providing a brief description of each activity sheet and suggested grade level information precedes the activity sheets. The second part of the guide consists of teachers' copies of the activity sheets, complete with answers. (LH)

ED 252 499 SP 025 529

Schumacher, Sally
Evaluation of CoTEEP Field-Testing of Workshop-Seminar Series and Principles for Summative Evaluation, 1984.
Virginia Commonwealth Univ., Richmond. School of Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jul 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) .
DESCRIPTORS- Classroom Techniques; *College School Cooperation; *Formative Evaluation; Higher Education; *Inservice Teacher Education; Needs Assessment; Preservice Teacher Education; Program Development; Program Evaluation; *Student Teaching; *Summative Evaluation; Teacher Attitudes; *Teacher Participation; *Teacher Workshops
IDENTIFIERS- Virginia

A formative evaluation was made of the second phase of a Workshop-Seminar series which is part of a projected collaborative teacher education program involving the Richmond (Virginia) City Public Schools and Virginia Commonwealth University. The intent of the Collaborative Teacher Education Program (CoTEEP) is to develop a coherent program for teacher candidates progressing from observations, field placements, practica and clinical experiences to first year teaching. Inservice teachers are recognized as having a major role in the training of teacher candidates and in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice education. The workshop-seminar series focused on priority areas for improving classroom teaching. This formative evaluation of the projected program delineates immediate and long-range planning needs, and develops general principles for the summative evaluation of the program. The evaluation design includes both qualitative and quantitative data obtained from a teacher questionnaire, consultant interview schedule, planning committee interview guide, participant-observation, program documents, and the project proposal. Appendices include the planning committee interview guide, the consultant's interview schedule, and the participant questionnaire. (JD)

ED 252 515 SP 025 704

Stallings, Jane
Effective Use of Classroom Time. AEL Occasional Paper 013.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 48p.
CONTRACT- 400-83-0001-P-6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Class Activities; *Classroom Design; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Grouping (Instructional Purposes); Homework; *Positive Reinforcement; *Teacher Effectiveness; Teaching Methods; *Time Management; Time on Task

An outline is presented of organizational procedures that teachers can use to maximize the use of classroom time. Specific guidelines are given on how to give homework assignments, how to communicate expectations regarding student work, how to distribute instructional materials, and how to allocate time among various classroom activities. Brief discussions are offered on: (1) using time effectively; (2) classroom organization; (3) grouping students vs. working with individuals; (4) rules for behavior; (5) interactive instruction; (6) supportive environment; and (7) student outcomes. A summary is presented of major teaching strategies currently being used, and their advantages and disadvantages in the classroom. Attachments include: (1) a time-off-task observation manual, accompanied by a classroom seating chart demonstrating its use; (2) a list of focused activities that can take up time which is normally wasted at the beginning or ending of a period; (3) a method for collecting information on a teacher's interaction patterns using a coded seating chart; and (4) a list of brief statements or phrases that may be used to praise students for their performance. (JD)

ED 252 545 TM 840 804

Webb, Norman L.
Interobserver Agreement for the Observation Procedures for the DMP and WDRSD Observers. Descriptive Study. Phase IV. Project Paper 79-25. Parts 1 and 2.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 80
NOTE- 767p.; Report from the Individually Guided Education (IGE) Project. For related documents, see TM 840 805-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Education; Generalizability Theory; Grade 2; Grade 5; *Individualized Instruction; *Interrater Reliability; Mathematics Instruction; Programed Instruction; Reading Instruction; Student Behavior; Student Evaluation; Time on Task; *Training Methods
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Kappa Coefficient; Wisconsin Design for Reading Skill Development

This project paper reports the interobserver agreements and reliabilities for the observation procedures used in the Descriptive Study of Phase IV of the Individually Guided Education Evaluation Project. Only data from four observers--at the two Developing Mathematical Processes Schools and the two Wisconsin Design for Reading Skills Development Schools, grades 2 and 5--were used. Interobserver agreements and reliabilities were computed for each of three situations: training session, retraining session, and on-site visits. For each pair of observers and for each category, marginal agreements were computed. For the category sets--General Content, Pacing, Grouping, Materials, Learner Moves, and Interactions--Category Marginal Agreements and Cohen's Kappa were computed. Generalizability coefficients for estimates of reliability were computed for the training and retraining sessions for groups of three observers observing two or three classes for two days. The results indicated that there was high interobserver agreement at the three different check times on the categories of self-paced, other-paced, individual, large group, paper/pencil, engaged-written, engaged-covert, and non-engaged off task. The low interobserver agreements were explained mainly as a result of a low frequency of occurrence. The generalizability coefficients for total engagement and total non-engagement were acceptable. (Author/BS)

ED 252 604 UD 023 217

Urban Gateways Schools Program Report, 1982-83.
Urbana Gateways, Chicago, IL.
PUB DATE- 83
NOTE- 21p. May not reproduce well due to light print; For related documents, see UD 023 216.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Artists; *Cultural Activities; Elementary Secondary Education; Program Descriptions; *Urban Schools

This report describes Urban Gateways, a private, nonprofit arts and education agency serving schools in six Chicago area counties, and provides data on the program's operation in 1982-83, and a list of participating schools. The initial descriptive narrative states Urban Gateways' major goal to be that of developing and disseminating high quality arts programs with supporting curriculum materials for teachers in order to help schools to incorporate the arts into every student's basic education. The program's funding sources and its practices for selecting local professional artists as resident teachers are also outlined. Then several components of "Arts for Learning" and "Arts for the Basic Curriculum" (Urban Gateways' principal projects) are described. These include (1) in-school performances and workshops for students, (2) workshops in the arts for teachers, (3) the artist-in-residence program, 4) out-of-school events, (5) development of arts curriculum materials, (6) the Chicago Symphony-Urban Gateways Special Music Program for low income schools, (7) the musical instrument bank, and (8) parent workshops. Number of schools and students served and types of services provided also are detailed. Finally, schools participating in Urban Gateways programs in 1982-83 are listed, by town. (GC)

ED 252 442 SO 016 013

Population Education in Science: Some Sample Lessons for the Secondary Level.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/350-2500

PUB DATE- 84

NOTE- 53p.; For sample lessons in the 1980 series, see ED 198 017-018 and ED 193 028-031. For related documents in the 1984 series, see SO 016 012-015.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ecology; *Environmental Education; Interdisciplinary Approach; Learning Activities; Lesson Plans; Natural Resources; Nutrition; Overpopulation; *Population Education; *Science Instruction; Secondary Education; *Social Studies

This booklet consists of six sample lessons integrating population education into science instruction. It is one of four in a series. Materials differ from those in an earlier series (1980) in that lessons are presented at the secondary level only; there is no duplication of lessons from the earlier series in terms of content and teaching strategies. Using an experimental approach, the main theme running through most of the lessons is that a pleasant and liveable environment is a result of a balanced and symbiotic relationship among plants, animals, and other living resources which help maintain a good ecology. Lesson topics include plant and animal population dynamics, the influence of man on plants and animals, the biosphere, communities and ecosystems, malnutrition and undernutrition, and diseases caused by malnutrition. Each lesson contains a box which provides the user with initial information on content, objectives, grade level, and subject into which population education should be integrated. Although the main body of each lesson varies, most lessons contain an explanation of content, teaching-learning strategies, and in some cases, evaluation suggestions. Lessons were adapted from materials derived from India, the Philippines, and Sri Lanka. (LH)

ED 252 456 SO 016 107

Dianna, Michael A.

Time and Chronology Skills for Elementary School Social Studies Classes.

PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Elementary Education; Learning Activities; Resource Materials; *Skill Development; *Social Studies; *Time
IDENTIFIERS- *Chronology

Because all social studies classes require competence in time and chronology concepts, a sampling of ideas that elementary social studies teachers can use to help children understand time and chronology are presented followed by a list of skills necessary to help children understand the time system, the calendar, and chronology. Examples of activities in social studies textbooks are provided. These examples include a class chart that demonstrates the rotation of the earth and how it affects time, a timeline that indicates the children's birthdates, a chart that illustrates important events in a child's family, a student-developed timeline chart showing housing from colonial days to the modern housing of today, a chart showing how things have changed over time, and a series of pictures of children of various ages. (RM)

ED 252 530 TM 840 692

Sutter, Joel A.; Rice, Elizabeth V.
Student Performance Standards and Testing Programs: Background Information for Legislators.
Minnesota Senate, St. Paul. Senate Counsel and Research.
PUB DATE- Mar 84
NOTE- 57p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Standards; Basic Skills; Board of Education Policy; Court Litigation; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Legal Problems; *Minimum Competency Testing; Standardized Tests; State Legislation; *State Programs; *State Standards; *Testing Programs
IDENTIFIERS- *Minnesota; Standard Setting

This report provides Minnesota legislators with background information on establishing state educational standards and periodic testing to measure student progress. Scientific management, the accountability movement, and the basic education movement were educational trends of the 1970's providing pressure on states to set standards to improve education. From 1975 through 1982, 39 states enacted some form of minimum competency testing programs. Supported by parents, employers, legislators and boards of education, but often opposed by traditional educational leaders, these programs have been hotly debated. Many states have scaled down or delayed their programs. There are currently a wide variety of minimum competency testing programs in 36 states. Thirteen have testing as a graduation requirement. Consensus is developing about characteristics of effective competency testing. Legal problems with testing programs revolve around three issues: adequate notice, test content, and impact on special groups. While Minnesota does not set and test state standards for its students, it has three programs to assist local schools in this area: (1) the Planning Evaluation and Reporting Law; (2) curriculum planning documents; and (3) a statewide educational assessment program that uses standardized tests in selected subject areas. Many Minnesota school districts have also initiated their own programs. The appendix is a chart, "Characteristics of Existing State Competency Testing Programs." (BS)

Herman, Joan

Guidelines for Developing Diagnostic Tests. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 27p.
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Diagnostic Tests; Elementary Secondary Education; *Skill Analysis; Student Evaluation; Teacher Made Tests; *Test Construction; Test Format; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Domain Referenced Tests; *Test Specifications

Diagnostic testing can provide specific information about student skills as a decision-making aid to teachers in prescribing instruction, identifying needs for remediation, determining effective instructional materials and methods, and ultimately, improving student learning. Diagnostic testing, as viewed here, includes individual and group assessment of students' skills in specified cognitive domains. A methodology is presented for designing diagnostic tests which assess the extent of student learning and are sensitive to sources of difficulty within a skill or context area. This 5-step methodology for diagnostic test development includes: (1) Developing a skill blueprint including a general description of the objective or skill, a sample item, content limits, and response limits; (2) Specifying the skill map including sub-skills or simpler contexts which students should master enroute to the desired skill under assessment; (3) Formulating test items that match specifications and follow conventions for sound item-writing; (4) Reviewing test items to insure match to specifications and technical quality; and (5) Field testing the items and revising to insure that the test is appropriate for the intended student population and structured to provide meaningful and reliable diagnostic information. (Author)

ED 252 589 TM 850 066

A Look at State Compensatory Education in AISD, 1983- 1984.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.20
PUB DATE- 84
NOTE- 22p.; For related documents, see ED 154 488-489, ED 167 585-586, ED 190 317, ED 208 468, and ED 228 263.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1,00 plus $1.00 for postage).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Teachers; *Compensatory Education; Counseling Services; Elementary Secondary Education; Limited English Speaking; Mathematics Instruction; *Program Evaluation; Reading Achievement; Reading Instruction; *School Districts; *State Aid; Writing Instruction
IDENTIFIERS- *Austin Independent School District TX

The 1983-84 State Compensatory Education (SCE) Program in the Austin Independent School District included several components at the elementary and secondary levels. In 18 elementary schools, 16 full-time and one half-time SCE teachers provided assistance to students at or below the 30th percentile in either language arts/reading or math. Thirty-nine counselors provided counseling services to students at 51 elementary schools. The Secondary Component included writing labs (eight writing lab instructors and a writing lab project specialist) and Transitional Bilingual Education instruction (four teachers served limited-English-proficient junior high students). Elementary reading achievement gains were higher than predicted. Elementary counselors met their goals to increase consultation meetings with parents and contacts with low-achieving students, but did not meet their goal to increase contacts for curriculum activities. The assignment of bilingual teachers was not optimal. Writing lab instructors served a large number of non-low-achieving students while serving less than half of the identified low achievers. (BW)

ED 252 633 UD 024 019

Milburn, Norwéeta G.; Watts, Roderick J.
A Neglected Special Population: The Homeless.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.
PUB DATE- Aug 84
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Demography; *Research Methodology; *Research Problems; Research Reports
IDENTIFIERS- *Homeless People

Research techniques that were used during the last 20 years to examine the homeless were investigated to identify the types of homeless people studied and the advantages/limitations of various research strategies. The objectives of this investigation were to: (1) review and critique the type of data collected and the research methods used by investigators to study the homeless; (2) determine how homelessness had been defined and operationalized, and which subgroups of the homeless population had been studied; (3) make recommendations about the type of data that should be reported in studies on the homeless to aid in comparing and interpreting such data; and (4) clarify gaps in the content and methods of past research that apply to policy questions. The findings suggest that much of the research that has been done is descriptive, exploratory, and atheoretical. The authors concluded that studies should provide explicit conceptual frameworks, along with more systematic data on the facilities and subjects under study. The deficiencies in sampling strategy and operational criteria for homelessness were seen as major barriers to the use of existing research in policy development. (Author)

ED 252 398 SE 045 317

Osborne, Roger
Video: Floating and Sinking. Learning in Science Project (Primary). Working Paper No. 115.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- 83
NOTE- 20p.; For related document, see SE 045 303.
AVAILABLE FROM- Roger Osborne, Science Education Research Unit, University of Waikato, Hamilton, New Zealand, for information on video tape.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; Matter; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Scientific Concepts
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

This paper, designed to be used in conjunction with a video-tape developed by the Learning in Science Project (Primary)--LISP(P)--shows excerpts from some of the interview schedules used to examine children's ideas about floating and sinking. These interviews involved the use of "interview-about-instances" (IAI) cards (included in an appendix) to examine what children mean by the word "floating," and the use of different materials (listed in another appendix) to examine several additional areas. These areas include: (1) which materials float and which materials sink; (2) a child's idea about the effect of the depth of water on floating; (3) a child's idea about the effect of the length of an object on how well it floats; and (4) a child's ideas about displacement. (JN)

ED 252 412 SE 045 334

Klopping, Paul H.
Aerobic Digestion. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 18p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Aerobic Digestion; Unit Processes

This manual contains the textual material for a single-lesson unit on aerobic sludge digestion. Topic areas addressed include: (1) theory of aerobic digestion; (2) system components; (3) performance factors; (4) indicators of stable operation; and (5) operational problems and their solutions. A list of objectives, glossary of key terms, and student worksheet are included. (JN)

ED 252 575 TM 850 051

Stager, Susan F.; Green, Kathy E.
Wyoming Teachers' Use of Tests and Attitudes Toward Classroom and Standardized Tests.

PUB DATE- Feb 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Classroom Research; *Educational Testing; *Elementary School Teachers; Elementary Secondary Education; *Secondary School Teachers; Standardized Tests; *Teacher Attitudes; Teacher Made Tests; Testing; Test Interpretation
IDENTIFIERS- *Wyoming

This report discusses the attitudes of Wyoming teachers toward tests and their use. The teachers' educational background in tests and measurement; the use of tests by teachers; and the classroom testing practices of teachers were evaluated. A questionnaire was developed and administered. The results indicated that Wyoming teachers' testing practices are consistent with results in other states. On the average, Wyoming teachers spend six hours a week constructing and giving classroom tests. They use tests to measure student achievement, evaluate their own teaching, determine grades, identify weaknesses, review material, and for ongoing assessment. Over 90 percent of Wyoming teachers believe that standardized tests are not the best way to evaluate a teacher's effectiveness. Almost 60 percent believe that teachers understand standardized test results. Over 60 percent believe that a competency test requirement for students would raise educational standards. Attitudes toward classroom tests were, on the average, slightly favorable, while attitudes toward standardized tests tended to be unfavorable. The survey instrument is appended. (DWH)

ED 252 619 UD 023 999

Rogler, LLoyd H.
Migrant in the City: The Life of a Puerto Rican Action Group.
REPORT NO.- ISBN-0-943862-16-7
PUB DATE- 84
NOTE- 251p.; Originally published in 1972 by Basic Books, Inc.
AVAILABLE FROM- Waterfront Press, 52 Maple Ave., Maplewood, NJ 07040
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Activism; Citizen Participation; Community Action; Community Leaders; *Community Organizations; Ethnic Studies; Group Dynamics; *Hispanic Americans; Migrants; Minority Group Influences; *Organizational Development; Organizational Objectives; *Puerto Ricans; Research Methodology
IDENTIFIERS- New Jersey (Maplewood)

A sociological field study of the development of a Puerto Rican community organization in an American city (Maplewood, New Jersey), this book describes what happens when an ethnic minority attempts to attain a voice in the affairs of an affluent city. Chapter 1 discusses the study's purpose. Chapters 2 to 11 narrate, from the members' viewpoint and the author/researchers' viewpoint, a chronological account of the development, internal and external problems, social change, and eventual success of the "Hispanic Confederation." Chapters 5 and 8 are first-person accounts of the same material from, respectively, the viewpoint of Maplewood's Puerto Rican political boss and the viewpoint of the group's second president. The remainder of the book, Chapters 12-15, deals with methodological explanation and sociological interpretation, and contains statistical analyses of patterns of group support and social change among the membership. (KH)

ED 252 428 SE 045 350

Boe, Owen K.; Klopping, Paul H.
Activated Sludge. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 180p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- Unit Processes

This student manual contains the textual material for a seven-lesson unit on activated sludge. Topic areas addressed in the lessons include: (1) activated sludge concepts and components (including aeration tanks, aeration systems, clarifiers, and sludge pumping systems); (2) activated sludge variations and modes; (3) biological nature of activated sludge; (4) sludge quality and respirometry for process control; (5) return sludge control; (6) waste sludge control; and (7) trend charts, testing, and data management. A list of objectives for each lesson, a glossary of key terms, a list of references, and a worksheet for each lesson are included. (JN)

ED 252 486 SO 016 182

Bernson, Mary Hammond, Ed.; Magnusson, Elaine, Ed.
Modern Japan: An Idea Book for K-12 Teachers. Multicultural Education Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
REPORT NO.- IPS/621/84
PUB DATE- Aug 84
NOTE- 141p.; Prepared as a 1983 Summer Institute Project at the East Asia Resource Center, University of Washington.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Content Area Writing; *Cultural Activities; Elementary Secondary Education; Folk Culture; Learning Activities; Lesson Plans; Music Activities; *Social Studies; Teacher Developed Materials; Units of Study; Visual Arts
IDENTIFIERS- *Japan; Japanese Art; *Japanese Culture

This idea book of supplementary lessons on Japan is a compilation of lessons produced by elementary and secondary teachers (K-12) at a 1983 summer institute. Lessons offer teaching strategies, factual information, and teaching tips, focusing primarily on writing skills; visual arts; games, music, and other arts; and social studies. The writing skills lessons suggest activities on fortune telling, descriptive writing, clustering, Haiku, writing Japanese stories, describing character, writing from differing points of view, and writing about Zen Buddhism and Hiroshima. Visual arts lessons focus on understanding (and in many cases creating) Daruma toys and games, Japanese designs, Kokeshi dolls, Japanese laquerware, masks for Shinto deities, relief block prints, Japanese fans, artifacts, and Japanese family crests. Students also learn the national anthem of Japan and other songs, folktales, and two Japanese games. Social studies lessons present information on the geography of Japan, enthnocentricism, and Japanese names. Student readings on the role of Japanese women are followed by a lesson on Japanese homes. Subsequent lessons teach about cultural lags, U.S. trade with Japan, the Japanese constitution, education, and law and justice in Japan. Grade level, objective, materials needed, time requirements, and procedures are outlined for each lesson. Illustrative examples are provided where appropriate. The document concludes with a list of organizations that serve as resources for teaching about Japan. (LH)

ED 252 516 SP 025 706

Watchke, Gary
Blueprints for Educational Reform. Informational Bulletin 83-IB-1. December 1983.
Wisconsin State Legislative Reference Bureau, Madison.

PUB DATE- Dec 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Comparative Analysis; Educational Change; *Educational Improvement; Elementary Secondary Education, Government Role; *Research Reports; *State Action; State Legislation; State Standards
IDENTIFIERS- Action for Excellence; Educating Americans for the 21st Century; *Excellence in Education; High School A Report on Secondary Educ in America; Making the Grade; Nation at Risk (A); Place Called School (A); *Wisconsin

Summaries are presented of recent study reports on the current status of education in the United States: (1) "A Nation at Risk" (National Commission on Excellence in Education); (2) "Action for Excellence" (Education Commission of the States); (3) "Educating Americans for the 21st Century" (Commission on Precollege Education in Mathematics, Science and Technlogy); (4) "High School: A Report on Secondary Education in America" (Carnegie Foundation for Advancement of Teaching); (5) "Making the Grade" (Twentieth Century Fund Task Force on Federal and Elementary and Secondary Education Policy); (6) "A Place Called School: Prospects for the Future" (John Goodlad); and (7) "The Troubled Crusade" (Diane Ravitch). Comparisons of the recommendations made in these studies are presented. The structure of education in the state of Wisconsin is described, and state mandates on educational standards are outlined. The response of the Wisconsin State Board of Education to recommendations of the various reports on education are discussed. (JD)

ED 252 546 TM 840 805

Nerenz, Anne G.; Webb, Norman L.
Content Aggregations for Reading Skills and Mathematics for the Comparative Study of Phase IV of the IGE Evaluation Project. Phase IV, Project Paper 80-3.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 80
NOTE- 36p.; Figures and appendices marginally legible. For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; *Data Analysis; Data Collection; Elementary Education; Grade 2; Grade 5; *Individualized Instruction; *Instructional Materials; Mathematics Instruction; *Mathematics Skills; Programed Instruction; Reading Instruction; *Reading Skills
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematic Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This report focuses on the procedures used in aggregating the reading skills and mathematics content areas. Data were grouped for analysis at three progressively more specific levels: content area; general objective; and specific objective. The content areas for reading skills were Word Attack, Comprehension, and Study Skills. The math skills content areas were Place Value and Numeration, Operations Fractions, Decimal Fractions, Measurement, and Problem Solving. Appendix A contains a listing of the reading skills and math content codes in the aggregated form. Each aggregated case contains 12 digits arranged in four three-digit fields. The fields represent the three grouping levels, and WDRSD or DMP skill and skill level. (BS)

ED 252 605 UD 023 582

Duhon, Rose M.; Dorris, Ronald

Multicultural Education Supplementary Curriculum.

PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Culture Contact; *Curriculum Development; Elementary Secondary Education; *Minority Group Children; *Multicultural Education; *Self Concept; Student Needs; *Teacher Role

This multicultural education supplementary curriculum provides educators with a means of expressing those human qualities that inspired them to choose their profession: namely, kindness, acceptance, and understanding. It does so by enabling them to identify and meet the diverse racial and cultural backgrounds and needs of their students. Simply, a child's culture is a major factor in his or her learning process, and is at the heart of a child's development of a self-concept. Minority children, particularly, must be taught, through meaningful experience, that they are "as good as everyone else." The following curriculum areas might be revamped to include multicultural concepts: (1) art, which helps the child express individuality; (2) health education; (3) language arts, which provides opportunities for children to communicate with others; (4) mathematics, a subject that many children are naturally interested in, and can easily share with adults; (5) music, an easily enjoyable experience that can serve as a primary source of motivation for learning; (6) science, which should involve "hands on" experiences; (7) social studies, which cuts across most of the subject areas and addresses directly questions of human cooperation; and (8) physical education, which also encourages a positive self-concept. At the foundation of multicultural education is the development of character, and school curricula can encourage this by simultaneously challenging and affording success. (KH)

ED 252 399 SE 045 318

Biddulph, Fred
Students' Views of Floating & Sinking. Learning in Science Project (Primary). Working Paper No. 116.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Nov 83
NOTE- 44p.; For related documents, see ED 226 976, ED 229 442, ED 230 594, ED 235 011-030, ED 236 006-034, and SE 045 303-327.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comprehension; Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; Matter; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Scientific Concepts
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

This study investigated the meanings and ideas held and questions asked by children (ages 7-14) about floating and sinking (in water). Data were collected from interviews using "interview-about-instances" (IAI) cards (included in an appendix) and 10 objects which either floated or sank. Additional data were collected from classroom surveys and from lessons designed to elicit student questions and answers about the topic. Student responses are presented, discussed, and analyzed in separate sections addressing: (1) children's meanings for the work "floating"; (2) children's explanations of why things float or sink; (3) ideas relating to the effect on floating material if the object is changed or the depth of displacement of water is altered; and (4) children's questions about floating and sinking. Responses are categorized within each section by major patterns noted during analyses. The interviews revealed that different children attached different meanings to the word floating, which varied with context (such as observing real objects in water as opposed to viewing line drawings) and that these meanings in some cases differed from those of scientists. In addition, children had a range of views about why some things floated while others sank. Implications for science instruction based on these and other findings are noted. (JN)

ED 252 443 SO 016 014

Population Education in Mathematics: Some Sample Lessons for the Secondary Level.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/348-2500
PUB DATE- 84
NOTE- 31p.; For sample lessons in the 1980 series, see ED 198 017-018 and ED 193 028-031. For related documents in the 1984 series, see SO 016 012-015.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demography; Family Size; Interdisciplinary Approach; Learning Activities; Lesson Plans; Mathematics Education; *Mathematics Instruction; *Overpopulation; *Population Education; Population Growth; Secondary Education

This booklet consists of five sample lessons integrating population education into mathematics instruction. It is one of four in a series. Materials differ from those in an earlier series (1980) in that lessons are presented at the secondary level only; there is no duplication of lessons from the earlier series in content and teaching strategies. Lessons are not only aimed at developing skills in applying addition, multiplication, their inverse operations, computing rates, arithmetical means, and average, but also are aimed at developing knowledge about various population concepts. Thus, addition, multiplication, and their inverse operations are used for computing sex ratio, population change, fertility rate, rate of natural increase, migration rate, and growth rate. A lesson teaching the construction of a frequency table using data on family size is followed by a lesson relating dependency ratios to population composition. In a final lesson, percentage is used to solve problems related to population projection and doubling time (the number of years it takes for a population to double itself). Each lesson contains a box which provides the user with information on content, objectives, grade level, and subject into which population education should be integrated. Although the main body of each lesson varies, in most cases lessons contain a narrative of the content and some evaluation questions at the end. Lessons were adapted from materials derived from Malaysia and the Philippines. (LH)

ED 252 457 SO 016 108

Hamblen, Karen A.

Artistic Development as a Process of Universal-Relative Selection Possibilities.

PUB DATE- Oct 84
NOTE- 41p.; Paper presented at the National Symposium for Research in Art Education (Champaign-Urbana, IL, October 2-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Art Education; Art Expression; Biological Influences; *Child Development; *Childrens Art; Cultural Context; Cultural Influences; Developmental Stages; Social Influences; *Talent Development

The assumptions of stage theory and major theories of child art are reviewed in order to develop an explanation of artistic expression that allows for variable endpoints and accounts for relationships between children's drawings and adult art. Numerous studies indicate strong similarities among children's early drawings, which suggests that primarily universal factors of influence are operative. Cross-cultural similarities and differences among adult art suggest that universal factors are still operative although relative factors predominate. A model of artistic selection possibilities is developed based on the premise that art consists of options selected from universal and relative domains, circumscribed by the imperatives of time, place, and level of skill acquisition. Similarities and differences between child and adult art as well as variable personal and cultural endpoints are accounted for when artistic development can be described as a selection process rather than a step-by-step predefined progression. (Author/KC)

ED 252 472 SO 016 144

Marsden, Wm., Ed.
Teacher Education Models in Geography: An International Comparison. Papers Prepared in Conjunction with the International Geographical Union Congress (25th, 1984).
International Geographical Union.; Western Michigan Univ., Kalamazoo. Dept. of Geography.
REPORT NO.- ISBN-0-912244-17-8
PUB DATE- 84
NOTE- 152p.; Contains small print throughout.
AVAILABLE FROM- Department of Geography, Western Michigan University, 321 Wood Hall, Kalamazoo, MI 49008 ($6.00; $4.00 quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Comparative Education; Cross Cultural Studies; Curriculum; Educational History; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; *Geography Instruction; Higher Education; *Models; *Teacher Education; Teacher Qualifications
IDENTIFIERS- Australia; Bulgaria; Canada; England; France; Ireland; New Zealand; Nigeria; United States; USSR; Wales; West Germany; West Germany (Berlin)

Thirteen essays discussing how teachers are trained to teach geography in various countries are presented. The papers are: "Teacher Education in Geography: The Comparative View" (W. E. Marsden); "The Training of Geography Teachers in the People's Republic of Bulgaria" (Paulina Vekilska and Dimitar Kantchev); "Note Sur la Formation des Maitres Enseignant la Geographie en France" (Jacques Bethemont; in French); "Geography and Teacher Training in Canada" (Dennis Milburn); "Educating Geography Teachers: The Experience of England and Wales" (Norman Graves); "Teacher Education in Geography: The New Zealand Model in the Eighties" (John MaCauley); "Teacher Education in Geography in the Republic of Ireland" (P. McGloin and J. Heywood); "Teacher Education for Australian Geography Teachers" (Rod Gerber); "Geography Teacher Education Programme in Nigerian Universities and Implications for Secondary School Geography" (Julie Okpala); "Geographical Teacher Education Models in West Berlin" (Joachim Barth); "Geography Teacher Education in West Germany with Special Reference to Rheinland-Pfalz" (Hans-Martin Closs); "Teacher Education in Geography in the United States" (Barbara Winston); and "The System of Preparing Students at the Pedagogical Institutes for Geography Teaching, USSR" (Lydia Pancheshnikova). (RM)

ED 252 500 SP 025 534

Meier, Joel
Minimizing Accidents and Risks in High Adventure Outdoor Pursuits.
PUB DATE- 30 Mar 84
NOTE- 25p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accident Prevention; *Adventure Education; Leisure Time; Outdoor Activities; *Recreational Activities; *Risk; Safety Education; *Safety Equipment

The fundamental dilemma in adventure programming is eliminating unreasonable risks to participants without also reducing levels of excitement, challenge, and stress. Most accidents are caused by a combination of unsafe conditions, unsafe acts, and error judgments. The best and only way to minimize critical human error in adventure programs is through conscientious planning and action, including rigorous training, intense supervision, constant practice, and systematic maintenance of equipment. Many accidents are sequential in nature and are caused by some simple, overlooked mistake or perception made early on that increased the overall level of risk. A description is given of three phases of injury countermeasures that, even when accidents cannot be prevented, may reduce the frequency and severity of injuries caused by those accidents. Injury countermeasures are listed for ski mountaineering, white-water boating, rock climbing or mountaineering, and rope courses. A list is provided of ideas for improving safety in high adventure programs. (JD)

ED 252 531 TM 840 699

Marsh, Herbert W.
Verbal and Math Self-Concepts: An Internal/External Frame of Reference Model.
PUB DATE- 5 Apr 84
NOTE- 44p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Higher Education; *Mathematics Achievement; Meta Analysis; *Models; Path Analysis; Personality Theories; *Self Concept; *Self Concept Measures; Self Evaluation (Individuals); Validity; *Verbal Ability
IDENTIFIERS- *Internal External Frame of Reference Model; Self Concept Model (Shavelson); *Self Description Questionnaire

This investigation examines empirical support for the internal/external (I/E) frame of reference model which describes the relationships between verbal and math self-concepts, and between these academic self-concepts and verbal and math achievement. The empirical tests are based on all studies (n=6,010; ages 7 to 35 years) that have employed any of the three Self Description Questionnaire self-concept instruments. The I/E model posits that a high math self-concept is more likely when math skills are good relative to peers (an external comparison) and when math skills are better than verbal skills (an internal comparison). Consistent with the model and empirical findings: (1) verbal and math self-concepts are nearly uncorrelated with each other even though verbal and math achievement indicators are substantially correlated with each other and with the matching areas of self-concept; and (2) the direct effect of math achievement on verbal self-concept, and of verbal achievement on math self-concept, is negative. For inferred self-concepts (ratings by external observers), the external process seems to operate, but not the internal process. The findings demonstrate that academic self-concepts are affected by different processes than are the academic achievement areas they reflect and than are the inferred self-concepts. (Author/BS)

ED 252 560 TM 850 029

McArthur, David; Chou, Chih-Ping

Interpreting the Results of Diagnostic Testing: Some Statistics for Testing in Real Time. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 38p.
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Adaptive Testing; Bayesian Statistics; *Diagnostic Tests; Hypothesis Testing; Latent Trait Theory; *Mathematical Models; Test Construction; *Test Interpretation; Test Theory

Diagnostic testing confronts several challenges at once, among which are issues of test interpretation and immediate modification of the test itself in response to the interpretation. Several methods are available for administering and evaluating a test in real-time, towards optimizing the examiner's chances of isolating a persistent pattern of erroneous performance by a student. Under ideal circumstances, a student who misunderstands the test content would be identified early in a testing sequence; from this point the test could be tailored to estimates not only of ability but also (or instead) to the relative likelihoods of a set of competing diagnostic hypotheses that could account for the student's behavior (ability). Items which could discriminate among these hypotheses could be administered in increasingly well-bounded subsets until a specified stopping rule is met. The following models for this procedure are described and compared: Wald's sequential probability ratio test, Sixtl's modified binomial method, Choppin's catenating Bayesian method, Fink and Galen's decision path method, Shortliffe and Buchanan's inexact reasoning method, Kmietowicz and Pearson's ranked probability method, and Schum's cascaded inference method. (BW)

ED 252 590 TM 850 067

Merit Pay for Teachers: What Experience Has Taught Others.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-CRE-83.40
PUB DATE- Feb 84
NOTE- 15p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Incentives; *Merit Pay; Premium Pay; Public Opinion; School District Spending; Teacher Attitudes; *Teacher Evaluation; Unions; Validity
IDENTIFIERS- *Austin Independent School District TX

Public opinion polls show that most Americans (including a majority of teachers) favor merit pay for teachers. Teachers' and administrators' organizations generally oppose merit pay because there is no fair way to evaluate teachers and because the merit pay issue diverts attention from the fact that all teachers are underpaid. A review of recent literature and of successful merit pay programs revealed the following widely shared beliefs and general conclusions: (1) merit awards should be added to, not substituted for, reasonable increases based on seniority, academic credit, cost-of-living, etc.; (2) most merit pay programs that fail (and most do) do so because the evaluation procedures and/or instruments are inadequate; and (3) if a merit pay plan is adopted, it must be adequately financed. The awards must be large enough to be a real incentive, and must be available to all teachers who meet predetermined criteria. Incentive pay plans, which do not presume to judge the quality of teachers but provide more pay for more work or for filling assignments deemed to be of greater importance to the district, avoid the problem of valid evaluation and may be easier to implement than merit pay. (Author/BW)

ED 252 634 UD 024 020

Shade, Barbara J.
The Perceptual Process in Teaching and Learning: Cross-Ethnic Comparisons.
PUB DATE- Aug 84
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Black Youth; Classroom Research; Classroom Techniques; *Cognitive Style; Cross Cultural Studies; *Cultural Differences; Elementary Secondary Education; *Learning Processes; Student Reaction; *Teaching Methods

The way in which sources of information are perceived in the classroom, in this case by American Indian and Afro-American students, greatly influences the learning process, for the perception determines both the amount of mental effort or cognitive engagement the student decides to invest and the cognitive processes used. Perceptions are influenced, not only by the physiological characteristics of each student, but also by the psychological dimensions that determine the student's selective attention. From all indications, both the perception of the classroom environment and the types of cues which are most salient, and thus most motivating, for Indian and Afro-American students differ from those promoted within the school. It would, therefore, appear that in order to increase the acquisition of the content which these students need in order to function in the general society, changes in teaching methods are needed to accommodate the perceptual orientations of the students and to increase the salience of the message schools wish decoded. (RDN)

ED 252 413 SE 045 335

Nelsen, David
Oxidation Ditches. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 19p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's Guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; *Oxidation; Post Secondary Education; *Sludge; *Training Methods; Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Oxidation Ditches; Unit Processes

This instructor's guide contains materials needed for teaching a two-lesson unit on oxidation ditches. These materials include: (1) an overview of the two lessons; (2) lesson plans; (3) lecture outlines; (4) student worksheet (with answers); and (5) two copies of a final quiz (with and without answers). The first lesson: reviews the theory, structure, and components of the oxidation ditch system; discusses nitrification/denitrification and its importance to oxidation ditch operation; and outlines and explains process monitoring and process control techniques. (This lesson is designed to be presented with the aid of a set of 35mm slides accompanying the unit.) The second lesson, which is more advanced, covers the topics of carbonaceous and nitrogenous oxidation and their importance in oxidation ditch process control. Since this lesson could be considered optional for instruction at the intermediate level, the student worksheet and final quiz cover only the material presented in the first lesson. (JN)

ED 252 429 SE 045 351

Wooley, John F.
Activated Biological Filters (ABF Towers). Instructor's Guide Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 25p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Activated Biofilters; Unit Processes

This instructor's manual contains materials needed to teach a two-lesson unit on activated bio-filters (ABF). These materials include: (1) an overview of the two lessons; (2) lesson plans; (3) lecture outlines (keyed to a set of slides designed for use with the lessons); (4) overhead transparency masters; (5) worksheets for each lesson (with answers); and (6) two copies of a final quiz (with and without answers). The first lesson (the sewage treatment plant) examines those process units that are unique to the ABF system. The lesson includes a review of the structural components of the ABF system and their functions and a discussion of several operational modes and the conditions under which they might be used. The second lesson covers the operation of ABF systems. The laboratory tests recommended for influent and effluent monitoring are presented and related to the factors affecting biomass growth. Calculations regarding food-to-microorganism (F/M) ratio and mean cell residence time (MCRT) are presented and practiced. Plant observations and monitoring are discussed with an emphasis on awareness and identification of existing and potential problems. Some operational problems are also presented with recommended corrective measures. (JN)

ED 252 576 TM 850 053

Petry, John R.

Validation of the National Teacher Examination Core Battery and Specialty Area Tests: Standard Setting Results.

PUB DATE- 15 Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cutting Scores; Elementary Secondary Education; *Occupational Tests; Standards; Teacher Certification; *Teacher Evaluation; Teachers; Teacher Selection
IDENTIFIERS- *National Teacher Examinations; Standard Setting; *Tennessee

This paper is a report of a study designed to develop recommendations on minimum qualifying scores for National Teacher Examinations (NTE) that are valid for certification and endorsement in Tennessee. The functions performed in the review of the NTE Core Battery and Specialty Area tests were conceptualized as panel activities. The number of panels required for the study was determined by the number of tests and the functions to be performed. The size of each panel was based on the scope of the test content and panel's functions. Separate panels were utilized to perform the knowledge estimation function for each objective test or test section. A separate panel was employed to conduct these functions for the Essay section of the Test of Communication Skills. The Standards Committee was responsible for developing recommendations on minimum qualifying scores for the valid NTE tests. The Standards Committee recommended a four-step progression of minimum qualifying scores on the NTE Core Battery and Specialty Area tests over a five year period. In the fifth year, the required scores would be three standard errors of measurement below the estimated scaled scores for minimally qualified certification and endorsement applicants. (DWH)

ED 252 620 UD 024 000

Metcalf, George R.

From Little Rock to Boston: The History of School Desegregation. Contributions to the Study of Education, Number 8.
REPORT NO.- ISBN-0-313-23470-1
PUB DATE- 83
NOTE- 292p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Black History; Blacks; Busing; *Civil Rights; *Desegregation Litigation; Desegregation Plans; *Educational History; Educational Policy; Racial Relations; *School Desegregation; United States History; Urban Schools
IDENTIFIERS- *Carter Administration; *Nixon Administration

Beginning with the initial attempts to implement the educational provisions of the 1964 Civil Rights Act, this book provides an analytical, historical overview of school desegregation from the mid-sixties through the Carter Administration. Asserting that national interest in desegregation waned as the United States concentrated on the Vietnam War, the book traces what it argues were President Nixon's efforts to make desegregation move slowly. Focusing on a number of central cases (including Alexander v. Holmes, Swann v. Mecklenburg, Adams v. Richardson, Bradley v. Milliken, and Brown III), the book describes Nixon's attempts to pressure the Supreme Court, his firing of Leon Panetta, (Health, Education and Welfare's director of Civil Rights), and his consideration of a constitutional amendment to limit the use of busing. Asserting that the South Boston race riots were the culmination of Nixon's anti-busing position, this book views the Carter administration as considerably more supportive of school desegregation. (KH)

ED 252 458 SO 016 110

Johnson, Grant
Effects of Law-Related Education Sustained at Sixteen-Month Followup.
Center for Action Research, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- 84
NOTE- 8p.; For related documents, see ED 247 164 and SO 016 111-112.
GRANT- 79-JN-AX0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delinquency; *Educational Assessment; Educational Research; Followup Studies; Legal Education; *Outcomes of Education; Program Effectiveness; Secondary Education
IDENTIFIERS- *Law Related Education

A follow-up study of high school students who had taken a law-related education (LRE) course as junior high students showed that the LRE course continued to have a positive effect on the students' behavior. In the original study, ninth-graders taking LRE courses were compared with ninth-graders enrolled in conventional civics courses. At the beginning and end of the semester, both LRE and control students completed questionnaires that measured 14 behavior-related dimensions and frequency of ten categories of delinquent acts. Compared with control subjects, LRE students showed a reduction in frequency of six categories of delinquent behavior. LRE students also showed favorable effects relative to controls on ten behavior-related dimensions. Fifty-five (46 percent) of the original 118 subjects participated in the 16-month followup research at the end of their first year in high school. The followup questionnaire contained the same pre/post delinquency and behavior measures used in the original study. Sixteen months after completing the course, the former LRE students appeared better off on eight counts than those assigned to conventional ninth grade civics courses and worse off on none. (RM)

Brace, Wanda Buckner; And Others
Pacific Northwest History: A Library Research Unit Emphasizing Multicultural Perspectives. Multicultural Education Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Feb 84
NOTE- 54p.; For related document, see SO 016 184.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Ethnic Stereotypes; *Females; High Schools; *History Instruction; Instructional Materials; Library Skills; *Minority Groups; *Multicultural Education; Racial Bias; Sex Bias; Social Studies; State History; Student Projects; United States History; Womens Studies
IDENTIFIERS- *Pacific Northwest; *Washington

Designed for high school students, this unit provides library activities for six topics in Pacific Northwest history. Although the references are located in the Renton High School (Olympia, Washington) library, the lessons are appropriate for anyone with access to the materials. The six topics are natural environment, Indians, western frontier, statehood, King County people and places, and the 20th century. The lessons are arranged uniformly for each topic. Annotated references with call number and location in the library are followed by color-coded worksheets. Using the references and working in pairs, students complete one question sheet from the three. Questions are designed to emphasize the contributions and impact of women and minorities in developing the Pacific Northwest. Suggestions on effective use of the unit and on how to devise more questions and answer sheets are also included. (IS)

ED 252 501 SP 025 538

Beckum, Leonard C.; And Others
Multi-Ethnic School Environments Project. Final Report.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 145p.
GRANT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Modification; *Classroom Environment; Classroom Techniques; *Cross Cultural Training; Delivery Systems; Educational Environment; Elementary Education; *Group Dynamics; Inservice Teacher Education; Minority Groups; *Multicultural Education; Peer Influence; School Desegregation; *Socialization; Teacher Student Relationship; Teaching Styles

Three studies of schools during their first year of voluntary desegregation focused on classroom dynamics and inter-ethnic socialization occurring inside and outside the classroom. The initial study, an exploratory field investigation of four classrooms, involved 600 hours of observation and collaboration with teachers and principals through interviews and audiotapes. A validation study was conducted the following year in a similar school using similar research techniques. This report summarizes the validity study findings and compares them with those of the first study. Chapter I is an introduction. Chapter II describes the background of the desegregation process in the school districts. Brief sketches of the teachers in the study and descriptions of the schools are presented in chapter III. Chapter IV presents summaries of the findings, including instructional practices, classroom management, moral socialization, socioemotional development, efforts to encourage social integration, and administrative issues. Chapter V compares the findings of the exploratory study and the validation study. Findings from a third study, "The Responsive Follow-Up Investigations" are presented in chapter VI. Chapter VII describes the features of a staff development delivery model for inservice training in multi-ethnic schools. The final chapter, chapter VIII, offers policy implications and conclusions from the study. (JD)

ED 252 517 SP 025 708

Ayers, Jerry B.

Tennessee Technological University Teacher Evaluation Model--Year XI. Study of the Teacher Preparation Programs of Tennessee Technological University. Report 84-1.

Tennessee Technological Univ., Cookeville.
PUB DATE- Aug 84
NOTE- 73p.; For related documents, see ED 148 778, ED 167 487, ED 179 535, and ED 191 833.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Majors; *Graduate Surveys; Higher Education; Longitudinal Studies; Long Range Planning; Program Evaluation; Student Characteristics; Teacher Education Curriculum; *Teacher Education Programs; Teacher Evaluation
IDENTIFIERS- Tennessee Technological University

A model for systematic data gathering and evaluation of programs in teacher education at Tennessee Technological University was developed in 1973. The objective was the evaluation and subsequent modification and improvement of the programs. During the eleventh year of the project, three groups of graduates (1981-83) who had completed either the B.S. or M.A., with major emphasis in the teaching field, participated in the study. Detailed information was collected on each subject by use of standardized and locally developed instruments. The first chapter of this report describes the purposes, limitations, and procedures of the study. In chapter II, comparisons are made of second and third year followup participants. Included are personal variables, principal's ratings, student evaluations, and data collected by independent observers. The third chapter presents an analysis of data for 1983 graduates and comparisons with 1981 and 1982 graduates. The final chapter contains a summary, conclusions, recommendations, and plans for the continuation of the study during 1984-85. Thirty-nine tables are included. (JD)

ED 252 547 TM 840 806

Nerenz, Anne G.; Webb, Norman L.

Data on Log Allocated Time for 11 Reading and 8 Math Schools. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-4.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 80
NOTE- 80p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Curriculum Evaluation; Data Analysis; Elementary Education; Grade 2; Grade 5; *Individualized Instruction; *Mathematics Instruction; Mathematics Skills; *Programed Instruction; *Reading Instruction; Reading Skills; Tables (Data);

*Time Factors (Learning); Time on Task
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3)Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This report uses information from the teacher logs and focuses on the allocated time variable. Allocated time represents the total amount of planned instruction in reading skills and mathematics objectives. Results for each school and for each curriculum/school type group are presented in separate tables for each grade and curriculum area. (BS)

ED 252 561 TM 850 030

Baker, Eva; Herman, Joan

Policy Studies: Teacher Competency Assessment and R&D Needs in Educational Testing and Evaluation. Research into Practice Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 25p.
GRANT- NIE-G-84-0112-P4
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Educational Policy; Educational Research; *Educational Testing; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Information Systems; *Minimum Competency Testing; *Research and Development; *Research Needs; Teacher Education; *Teacher Evaluation

This report summarizes the results of two educational policy studies: (1) an analysis of current problems in teacher competency testing; and (2) an exploration of educational testing and evaluation research and development needs. In the first study, information on teacher competency testing was gathered from a literature review and meetings with representatives from seven educational organizations. The problems with several methods of evaluating teacher coopetency are discussed: the observational approach; outcomes approaches (student achievement); and teacher readiness. It is suggested that both technical and professional approaches using multiple criteria for judging teacher competency be pursued. The second study summarizes the views of prominent scholars at a meeting on educational testing and evaluation research priorities. Research is needed on the concept of validity; new kinds of testing (higher order skills, school curriculum, and diagnostic testing); comprehensive information systems; the effects of current testing; and cost-efficient analyses for educational decision-making. (BS)

ED 252 591 TM 850 068

Minimum Competency for Graduation, AISD, 1983-84. High School Graduation Minimum Competency Requirements, Final Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.51
PUB DATE- 84
NOTE- 20p.; For a related document, see ED 228 264.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 for postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Graduation Requirements; High Schools; *Mathematics Achievement; *Minimum Competencies; Minimum Competency Testing; *Reading Achievement; Tutorial Programs
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Basic Skills

The Austin Independent School District (AISD) requires that all graduates have skills in reading and mathematics equivalent to a ninth-grade level or above (based on scores on the Texas Assessment of Basic Skills). Of the 3,152 high school graduates in 1983-84, the percentage who met AISD's minimum competency requirement was 91 percent in reading, 93 percent in mathematics, and 90 percent in both reading and mathematics. A higher percentage of seniors has demonstrated competency every year since 1981-82, when the requirement went into effect. Tutorial courses are provided to help students attain competency levels, and at least one tutorial is required prior to signing a waiver letter stating that the student understands that competency standards have not been met. The tutorials are reasonably effective in helping students attain minimum competency levels. Of the 1983-84 graduates who took at least one tutorial, the percentage who met competency requirements prior to graduation was 77 percent in reading and 91 percent in mathematics. (BW)

ED 252 606 UD 023 642

Prewitt Diaz, Joseph O., Ed.; And Others
Bilingual Education: A Collaborative Process Between Institutions of Higher Education, Local Educational Agencies and the Community.
Puerto Rico Dept. of Education, Hato Rey. Div. of Community Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 83
NOTE- 82p.; Cover Title: Community Based Education: A Collaborative Model. Collaboration of Educational Institutions to Meet the Needs of Bilingual Communities.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; *Bilingual Education Programs; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; English (Second Language); *Family School Relationship; Hispanic Americans; Learning Centers (Classroom); Models; Program Development; Program Evaluation; Program Implementation; Puerto Ricans; *School Community Relationship
IDENTIFIERS- *Community Based Education; *Project PIAGET

The six articles in this issue demonstrate how collaborative education efforts can be useful in meeting the needs of bilingual communities. The first article describes a Community Based Education model derived from experience in developing, implementing, and evaluating it. The article details the collaborative efforts between a bilingual school district and an institution of higher education to benefit children and their families in and outside of school settings. The second article describes Project PIAGET, a bilingual kindergarten program for Hispanic children, explains plans for replicating the program in other bilingual communities, and outlines a five-point home model aimed at enhancing the contributions bilingual parents can make in teaching their children in home settings. The third explains how collaborative efforts between bilingual teachers, parents, school districts, and university personnel can effectively build a classroom program in school settings for five-year-old bilingual kindergarten children. The fourth article outlines procedures which bilingual teachers and parents can use in developing learning centers for bilingual children in school and home. The penultimate article explores how bilingual children learn to read a second language and draws implications for cultural adjustment. The concluding article describes ideas and implications of a collaborative effort to work effectively with Puerto Rican students and others who have difficulty communicating in a second language. (RDN)

ED 252 635 UD 024 021

Peng, Samuel S.; And Others
School Experiences and Performance of Asian American High School Students.
PUB DATE- Apr 84
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984), and the East Coast Asian American Education Conference (5th, Washington, DC, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Asian Americans; Cross Cultural Studies; *Educational Experience; Family Characteristics; High Schools; *High School Students; Mathematics Achievement; Parent Influence; Sciences; *Student Motivation; Verbal Ability

A study of the high school experiences and performance of Asian Americans found them to be performing well in school, with average test scores in math and science as high as those of White students. The data showed the Asian Americans to be more committed to academic excellence. Compared to other students, they took more academic courses, spent more time on homework, and were less likely to be absent or late for school. It is possible that Asian American students have higher educational aspirations as a result of parental expectations and pressures, and therefore set their goals early. However, recent immigrants had much lower scores than white students in verbal skills and this could hamper them from progressing in certain careers. Thus, programs must be developed to improve the verbal skills of Asian American students in general and of recent immigrants in particular. An important finding is that while family background is a major factor in student achievement, it is not more important than school experiences in determining student learning. (RDN)

ED 252 400 SE 045 319

Biddulph, Fred; Osborne, Roger
Children's Questions and Science Teaching: An Alternative Approach. and Floating and Sinking: Some Teaching Suggestions. Learning in Science Project (Primary). Working Paper No. 117 February 1984 and November 1983 Versions .
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Feb 84
NOTE- 33p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; *Physics; Questioning Techniques; Science Curriculum; Science Education; *Science Instruction; Science Projects; Scientific Concepts; *Teaching Methods
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Questions; Science Education Research

Two booklets were developed by the Learning in Science Project (Primary)--LISP(P)--to help teachers adopt an approach to primary science teaching which would enhance children's understanding of floating and sinking. Both booklets were designed to enable teachers to reconceptualize their teaching task from activity-driven, didactic teaching to conceptual-change teaching. The first booklet (dated November 1983) was written for teachers preparing detailed guidance. The second booklet (dated February 1984) was written for more confident teachers, using a less structured approach. The earlier version emphasizes floating and sinking and contains: (1) information about the ideas that children hold on this topic; (2) information about the ideas that scientists hold on the topic; and (3) suggested investigations, experimental projects, and non-experimental projects to help children move gradually from intuitive explanations toward those which will ultimately be more useful to them. The investigations are designed to examine which materials float, if holes in floating materials affect their floating, if the depth of water affects floating, and if the length of an object affects its floating. The experimental projects are designed to examine how non-floating materials can be made to float, how a sunken object can be raised, which material is the best floater, and the amount of water displaced by the same object while floating or sinking. The non-experimental projects are used to examine practical applications of floating and sinking. Each investigation or project includes suggested procedures and statements of both children's and scientists' views of the particular phenomenon under consideration. The later booklet emphasizes a general approach to science teaching and contains a five-step approach that helps students to: acquire scientific understanding and knowledge for themselves at their level; ask genuine questions; seek more information; test out their present ideas; construct reasoned explanations; and develop scientific attitudes. The instructional tasks involved in the five steps include: (1) eliciting and recording children's questions; (2) helping children decide which questions should be investigated; (3) assisting them in planning their investigations; (4) providing assistance during their investigations; and (5) helping them record and report their findings. A set of teacher's notes on "floating and sinking" is provided in an appendix. These notes include information on scientists' and children's explanations of floating and sinking, a list of questions children aged 9-12 most often ask about the topic, and suggestions for initiating activities to focus children's questions about various aspects of floating and sinking. (JN)

ED 252 414 SE 045 336

Nelsen, David
Oxidation Ditches. Student Manual. Biological Treatment Process
Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 60p.; For related documents, see SE 045 333-354.

GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific
Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology;
*Oxidation; Post Secondary Education; *Sludge; *Training Methods;
Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Oxidation Ditches; Unit Processes

The textual material for a two-lesson unit on oxidation ditches is presented in this student manual. Topics discussed in the first lesson (introduction, theory, and components) include: history of the oxidation ditch process; various designs of the oxidation ditch; multi-trench systems; carrousel system; advantages and disadvantages of the oxidation ditch; aeration of the oxidation ditch; types of aeration used; safety covers for aerator units; clarification; philosophy of clarification; characteristics of sludge settling; mechanical aspects of clarification; role of sludge settling in clarification; solids inventory controls; importance of segmented wasting schedules; and process hints for the oxidation ditch plant. Topics discussed in the second lesson (process kinetics and process control) include: carbon in the environment; carbonaceous oxidation; process control of carbonaceous oxidation; nitrogen and sewage treatment; importance and sources of nitrogen in the environment; concerns with nitrogen; nitrification/denitrification; process control of carbonaceous and nitrogen oxidation; denitrification kinetics; and helpful hints in the operational control of an oxidation ditch. A list of 21 unit objectives, a glossary of key terms, a short list of references, and student worksheet are included. (JN)

ED 252 444 SO 016 015

Population Education in Health and Home Economics: Some Sample Lessons for the Secondary Level.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/347-2500

PUB DATE- 84

NOTE- 50p.; For sample lessons in the 1980 series, see ED 198 017-018 and ED 193 028-031. For related documents in the 1984 series, see SO 016 012-014.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Family Life Education; Family Size; *Health Education; *Home Economics Education; Integrated Curriculum; Interdisciplinary Approach; Learning Activities; Lesson Plans; Marriage; *Overpopulation; Population Education; Population Growth; Secondary Education

IDENTIFIERS- Food Production

This booklet contains five sample lessons integrating population education into health and home economics instruction. It is one of four in a series. Materials differ from those in an earlier series (1980) in that lessons are presented at the secondary level only; there is no duplication of lessons from the earlier series in content and teaching strategies. Following an introduction, the five lessons focus on the consequences of rapid growth on community health; health programs to reduce the mortality rate; effects of rapid population growth on food production and nutrition; effects of family size and spacing on the health of mother and child; and age at marriage. Each lesson contains a box which provides the user with information on content, objectives, grade level, and subject into which population education should be integrated. In most cases lessons include an entry point topic, suggested time allotment, suggested procedure, summarizing techniques, suggestions for evaluation, and where applicable, necessary materials and student readings. Lessons were adapted from materials derived from India and the Philippines. (LH)

ED 252 473 SO 016 145

Zola, John; Sieck, Reny

Teaching about Conflict, Nuclear War and the Future.

Denver Univ., Colo. Center for Teaching International Relations.

REPORT NO.- ISBN-0-943804-55-8

PUB DATE- 84

NOTE- 154p.; Nine copyrighted pages have been removed at the publishers request.

AVAILABLE FROM- Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($18.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civil Defense; *Conflict; Conflict Resolution; Disarmament; *Futures (of Society); Instructional Materials; Intermediate Grades; International Relations; Learning Activities; Lesson Plans; National Defense; *Nuclear Warfare; Prediction; Role Playing; Secondary Education; Units of Study; World Problems

IDENTIFIERS- Cuban Missile Crisis

Designed for teachers of students in grades 5-12, the guide provides over 25 lesson plans and 45 student handouts for teaching units on conflict, nuclear war, and future studies. In the first unit, students define conflict, learn conflict-related vocabulary, illustrate knowledge of conflict types through the use of cartoons, recognize common elements of conflict, role play conflict situations, perceive situations from varying viewpoints, discover conflict resolution strategies, and acquaint themselves with the Cuban Missile Crisis and the concept of escalation. The nuclear war unit introduces students to moral dilemmas related to conflict and nuclear war topics, nuclear war vocabulary, differing views regarding nuclear strength, speculations on the future of the nuclear arms race, possible effects of nuclear war, and civil defense. Students locate member nations of NATO and the Warsaw Pact, learn about the nuclear weapons freeze through debate, express personal opinions related to nuclear war, and brainstorm reasons for pursuing a hopeful future. In addition to lesson plans and student handouts, reproductions of documents related to nuclear war topics are included. In the final unit on future studies, students envision a post-nuclear holocaust world, compare personal futures with futures of the world, recognize the effects of rapid changes, speculate on jobs and skills needed in the future, consider possible future problems, participate in decision making activities and debates, and synthesize previous lessons. Each lesson plan lists objectives, grade level, time requirements, materials, procedures, and follow-up activities. (LH)

ED 252 532 TM 840 700

Project CAPABLE: Implementation Manual.
Madawaska School District, ME.
PUB DATE- 81
NOTE- 102p.; Small print in some figures. For related documents, see TM 840 701-704, TM 840 713, TM 840 718-720, TM 840 725, and TM 840 730. Prepared at Madawaska High School.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; *Evaluation Methods; Instructional Improvement; Instructional Materials; *Learning Strategies; Program Evaluation; *Program Implementation; Secondary Education; Study Skills; Teacher Workshops; *Teaching Methods
IDENTIFIERS- *Project CAPABLE

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Effectiveness) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. This manual presents program implementation and evaluation methods. It also provides teachers with methods for planning, developing, and implementing the Classroom Action Program and directed learning activities. Teachers are encouraged to gradually add program components, or "pearls," to their classes. Eighteen pearls involving teacher preparation are presented. Comments about Project CAPABLE from participating students and teachers and results of a formal student survey are given. Descriptions and objectives for 27 Project CAPABLE teacher workshops are presented. A reading list of useful resources is included. (BS)

ED 252 577 TM 850 054

O'Neal, Marcia R.; And Others

Validation of a Writing Attitude Scale.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Middle Schools; *Program Evaluation; Secondary Education; Secondary School Students; *Student Attitudes; *Test Construction; Test Reliability; *Writing (Composition); Writing Skills
IDENTIFIERS- *Florida Writing Project Student Survey

Several analyses were performed as part of the process of validating a recently developed scale to measure the attitudes of students toward writing. The Florida Writing Project Student Survey is a 25-item measure of writing attitudes designed for use with students in grades six through twelve. It was developed to assess the attitudes of students who had participated in the Florida Writing Project. The evaluation consisted of six analyses for reliability, item analysis, correlation between the attitude scale and holistic writing scores, and the survey's sensitivity to change. Further analyses are recommended as a means of refining the survey and providing additional validation information. (DWH)

ED 252 621 UD 024 001

Payne, Charles M.
Getting What We Ask For: The Ambiguity of Success and Failure in Urban Education. Contributions to the Study of Education, Number 12.
REPORT NO.- ISBN-0-313-23520-1
PUB DATE- 84
NOTE- 206p.

AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Failure; Case Studies; Educationally Disadvantaged; Educational Research; Educational Theories; Equal Education; Leadership Responsibility; Secondary Education; Student Attitudes; *Student Behavior; *Success; *Teacher Effectiveness; Teacher Student Relationship; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

The problems of education in an inner city environment seem intractable, but this book offers a hopeful prescription. It argues that the problems have appeared insoluble in part because observers have been more committed to certain ideological, methodological, and theoretical fashions than to understanding what might work. On the basis of fieldwork at a Chicago high school with one of the city's worst records, the case is presented that a careful view of the school's disorders shows not unrelieved failure but an institution that has achieved some specific successes. For example, some teachers consistently elicit school-appropriate behavior from the very students who terrorize other teachers. The case is made that teachers, administrators, and students alike maintain a vested interest in patterns that continue to fail instead of learning from their successes. A parallel case is made for academic failure, on the grounds that here, too, entrenched patterns that sustain failure affect all parties. Administrative leadership, it is maintained, is the key to change. As an intellectual issue the problem of inner-city education is virtually solved: enough is known about how to teach these children effectively. However, the problem remains of how to mobilize the resources to do so. (RDN)

ED 252 430 SE 045 352

Wooley, John F.
Activated Biological Filters (ABF Towers). Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 32p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Activated Biofilters; Unit Processes

This student manual contains textual material for a two-lesson unit on activated bio-filters (ABF). The first lesson (the sewage treatment plant) examines those process units that are unique to the ABF system. The lesson includes a review of the structural components of the ABF system and their functions and a discussion of several operational modes and the conditions under which they might be used. The second lesson covers the operation of ABF systems. The laboratory tests recommended for influent and effluent monitoring are presented and related to the factors affecting biomass growth. Calculations regarding food-to-microorganism (F/M) ratio and mean cell residence time (MCRT) are presented and worked out. Plant observations and monitoring are discussed with an emphasis on awareness and identification of existing and potential problems. Some operational problems are also presented with recommended corrective measures. The manual includes a list of objectives, a glossary of key terms, a list of references, and worksheets for each lesson. (JN)

ED 252 459 SO 016 111

Johnson, Grant

When Law-Related Education is a Deterrent to Delinquency: Evaluation Methods and Findings and Addendum: A Preliminary Response to James P. Shaver's Paper, "The Law-Related Education Evaluation Project: A Methodological Critique of the 'Impacts on Students' Findings."

Center for Action Research, Inc., Boulder, Colo.

PUB DATE- Apr 84

NOTE- 20p.; Prepared as part of the "LRE Evaluation Project: A Symposium on Methods, Findings, Conclusions," at the Rocky Mountain Regional Conference of the National Council for the Social Studies (Phoenix, AZ, April 11-14, 1984). For related documents, see ED 247 164 and SO 016 110 and SO 016 112.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delinquency; *Educational Assessment; Educational Research; Followup Studies; Legal Education; *Outcomes of Education; Program Effectiveness; *Reliability; Research Design; Research Methodology; Research Problems; Secondary Education; Student Behavior; *Validity

IDENTIFIERS- *Law Related Education; Shaver (James P)

The methodology and findings of the Law-Related Education Project's research reports which evaluated the effects on secondary students of law-related education (LRE), are discussed. A response to James P. Shaver's negative critique of the Law-Related Education Project's research studies also is provided. A detailed account of the research results obtained from one site--Bill Reed Junior High School (Loveland, Colorado)--that demonstrated significant favorable LRE impact is included. Through student questionnaires, the original study compared the delinquency behavior of ninth-graders enrolled in LRE classes with the behavior of students enrolled in civics classes. To determine long-term effects of LRE, a follow-up study was also conducted. The general summation of findings was that when properly implemented, LRE can serve as a deterrent to delinquent behavior. Effective LRE instruction must consist of certain features and teaching methods; not all LRE classes deter delinquent behavior. Shaver's critique does not give cause to revise any conclusions regarding the research. A defensible critique must present accurately the research that it examines. Shaver's did not; the conclusions in his review rely on very selective choices of data. With respect to the appropriateness of relying on student self-reports in measuring delinquency, many studies have demonstrated that self-reports are valid and reliable. Completely ignored by the critique was the fact that the test of the theory of delinquency causation yielded overwhelmingly supportive findings. (RM)

ED 252 488 SO 016 184

Chestnut, Stephen Lawrence

Supplemental Pacific Northwest History Materials: Overcoming Racism and Sexism. Multicultural Education Resource Series.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

PUB DATE- Jan 84

NOTE- 71p.; For related document, see SO 016 183.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- American Indians; Ethnic Stereotypes; *Females; High Schools; *History Instruction; Instructional Materials; *Minority Groups; *Multicultural Education; Racial Bias; Sex Bias; Social Studies; State History; Student Projects; United States History; Womens Studies

IDENTIFIERS- *Pacific Northwest; *Washington

Twenty-four units which focus on the contribution of women and minority group members to the development of the Pacific Northwest provide supplementary material for high school social studies classes. The lives of 12 women are treated in separate units. Other topics include the Pacific Northwest 100 years ago, the temperance movement, oral history of women, the Chinese Exclusion Act, Japanese-American internment, and the Filipino community. The lives of George Washington (a black man who founded the town of Centralia, Washington) and George Washington Bush and the speech of Chief Sealth are also covered. Each unit includes objectives as well as specific activities to help students understand the materials. Although some units include all materials needed, most rely on outside readings. A bibliography of these readings is included. (IS)

ED 252 518 SP 025 710

Gunter, Mary Alice; Lopez, Susan D.
Investigating Student Perceptions of the Use of Video-Taping in a Teacher Education Program Using Qualitative Methods.

PUB DATE- Feb 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Media; *Education Majors; Feedback; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Q Methodology; Secondary School Teachers; Self Concept Measures; *Student Attitudes; *Teaching Methods; *Team Teaching; *Videotape Recordings

A study examined the feelings and attitudes of preservice teachers toward the use of videotaping as a means of self-appraisal of a teaching experience, attempting also to discern how they viewed the videotaping process in affective terms, and to determine students' perceptions of the value of videotaping as an instructional tactic. An investigation was also made of the implications of using qualitative methods for examining student perceptions. A team, consisting of two first-year graduate students and two third-year undergraduates, participated. The team first taught a lesson to their peers at the university and were videotaped. They then taught in a public school classroom and were re-taped. Feedback and evaluation occurred throughout the process. Interviews with the students sought data on: (1) personal responses to the videotaping experience; (2) perceptions of the worth of videotaping as a teaching aid; (3) responses relating to the instructional process; (4) grading and evaluation of the videotaping experiences; and (5) responses to the process and to the team teaching situation. An analysis is presented of the data obtained from the interviews. A

discussion is included on the value of using qualitative methods for the examination of student perceptions. (JD)

ED 252 636 UD 024 023

Ascher, Carol
The 1983 Educational Reform Reports. ERIC/CUE Digest Number 22.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 4p.; For document on which this digest is based, see ED 242 831.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Educational Change; Educational Needs; Educational Objectives; Educational Philosophy; *Educational Quality; Elementary Secondary Education; Equal Education; Government Role; Public Education; Student Needs; Teacher Improvement; Time Factors (Learning); Track System (Education); Vocational Education
IDENTIFIERS- *Educational Reform Reports; *Excellence in Education

In contrast to the educational reform reports of the 1970's, which criticized schools' irrelevance, inequality, and authoritarianism, the flood of reports that appeared in 1983 focus on the danger to the nation's global preeminence and military defense caused by mediocre education. Although most reports uphold a commitment to equity, this is overshadowed by the emphasis placed on excellence (as in the Sputnik era) and the raising of academic standards. The new reform reports generally agree that the purposes of education have become too diffuse: literacy, they say, should become a priority, with personal growth skills, work skills, and social and civic skills as secondary goals. Most of the 1983 reports call for a common curriculum, and are unanimous in condemning tracking (insofar as it precludes equal access to knowledge and discriminates against minority children) and most ignore or criticize vocational education. The reports agree that computer literacy must have a place in basic education, but disagree on questions concerning time spent in school. Most blame the crisis in education on the teaching profession, but vary in their recommendations for solving current problems affecting teachers. Finally, the reports tend to advocate decrease in federal and an increase in state and local responsibility. (KH)

ED 252 502 SP 025 544

Short, Edmund C.
Significant Truths Our Society Has Failed to Learn at School.
PUB DATE- 11 Mar 84
NOTE- 31p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (New York, NY, March 9-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Democratic Values; Elementary Secondary Education; Epistemology; Expressive Language; Higher Education; Quality of Life; *Relevance (Education); *School Effectiveness; *Social Responsibility; Social Values

It is the role of schools and colleges to teach certain truths that can enhance the quality of one's life in society. Yet often these truths are not learned at school because many students do not accept them as truths, because they are not actually included in the curriculum, or because they are mistaught. These truths revolve around eight concepts--truth, literacy, education, knowledge, citizenship, democracy, power, and ideals--and each one is built upon an assertion. They are: (1) There is a difference between scientific and religious truths; (2) Literacy should include not only basics in skills and knowledge, but basics related to making judgments and taking action; (3) Both general and more specialized education are essential for successful coping; (4) Formal, abstract knowledge and practical knowledge are not incompatible, but are integral to one another; (5) Education for citizenship must encompass world-wide dimensions as well as the local components; (6) A democratic society requires dialogue and respect for others' opinions; (7) Power in a democracy must be exercised to enhance the well-being of all and not of a few; and (8) There are strengths and weaknesses in all systems of social ideals and their implementation. Curriculum development teams need to find ways of integrating these truths into the fabric of the curriculum. (DG)

ED 252 533 TM 840 701

Project CAPABLE: Model Unit.
Madawaska School District, ME.
PUB DATE- 81
NOTE- 88p.; Small print throughout this document. For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Biology; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Course Objectives; Directed Reading Activity; Instructional Improvement; *Instructional Materials; Learning Activities; *Learning Strategies; Science Tests; Secondary Education; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Effectiveness) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. This manual illustrates how the Classroom Action Program exercises might be used to develop a work unit that integrates basic learning skills and content. A model unit is presented which was written for a sophomore biology course using the text "Modern Biology," by James H. Otto, Albert Towle, and Myra E. Madnick, "Chapter Six: Photosynthesis, Respiration, and Cell Energy." Examples for 20 program components, or "pearls," are given. Classroom Action Program techniques must be chosen to best suit the course; student needs; and the teacher's style, background, and expertise. (BS)

ED 252 548 TM 840 807

Webb, Norman L.; Nerenz, Anne G.

Information Collected on Nonapplied Time, Engaged Time, Nonengaged Time and Applied Time. Comparative Studies of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-5.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 80
NOTE- 111p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Data Analysis; Elementary Education; Grade 2; Grade 5; *Mathematics Skills; Programed Instruction; Reading Instruction; *Reading Skills; Tables (Data); *Time Factors (Learning); *Time on Task
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This report focuses on three variables created from the observational data: nonapplied, available, and engaged time. Nonapplied time is time within the designated skills period spent in unrelated activities. Available time is the time actually available for skill instruction. Engaged time is the portion of the instructional period when students are actively involved in learning. Tables 1-8 report average number of hours and percentage of observed nonavailable, available, and engaged time, by period, for reading and math skills by grade. Tables 13-16 enumerate reading and math general objectives for each grade, and provide the total number of hours and percentages of time allocated to each objective. (BS)

ED 252 562 TM 850 031

Bank, Adrianne; Williams, Richard C.

Management of Instructional Information Systems Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 150p.; Section 4, "Concerns about Moving Ahead on Instructional Information Systems," was presented as a paper at the Annual Meeting of the Evaluation Research Society and the Evaluation Network (San Francisco, CA, October 10-13, 1984).

GRANT- NIE-G-84-0112-P3

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)

DESCRIPTORS- Action Research; Administrator Attitudes; Elementary Secondary Education; *Information Systems; *Instructional Improvement; Management Information Systems; Microcomputers; Networks; *Program Implementation; *Research Utilization; School Districts; Student Evaluation; Teacher Attitudes

IDENTIFIERS- *Instructional Information Systems

This report on the Management of Instructional Information Systems Project describes its activities in developing and disseminating research on educational information systems to school personnel. Section 1 presents the methodology of an ongoing review of the management information systems literature for information relevant to educational settings. It contains an annotated bibliography, glossary, and bibliography. Section 2 reports on the development, activities, and accomplishments of the Instructional Information Systems Network, a growing group of educators interested in instructional information systems. Group newsletters and interest surveys are attached. Section 3 is a progress report on a small working conference on educational information systems planned for February 1985. Section 4 analyzes teacher and administrator resistance which can emerge during the implementation of information systems and suggests strategies for facilitating the implementation process. (BS)

ED 252 578 TM 850 055

Harvill, Leo M.
Test Anxiety, Previous Test Taking Experience, and Test-Wiseness in Entering Medical Students.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Essay Tests; Higher Education; *Medical Students; Objective Tests; Performance Factors; Performance Tests; *Student Experience; Test Anxiety; Test Norms; *Test Wiseness

The relationships among variables for a group of first year medical students were examined. The variables included previous test-taking experience, test-taking training, test anxiety, and level of test wiseness. The study also provided initial normative data concerning the level of test anxiety among entering medical students for comparison with undergraduate college student norms. Many medical students had had previous test-taking training. A positive correlation was found between experience with essay tests and comfort in taking oral examinations, indicating a relationship between two verbal skill areas. The negative correlation between experience in taking essay tests and comfort in taking objective multiple choice tests may be of practical importance because of the nature of testing in most medical schools. Medical students were less test anxious than undergraduate college students. Some evidence was found that students' test anxiety may be more closely related in a negative manner to their level of comfort in taking objective create-an-answer tests and practical/performance tests. The study failed to support a negative relationship between test anxiety and test wiseness. (D[illegible]H)

ED 252 592 TM 850 069

Personnel Evaluation Systems in AISD, 1983-84, Final Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.72
PUB DATE- 84
NOTE- 11p.; For related documents, see TM 850 070 and ED 228 251.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Administrator Evaluation; Elementary Secondary Education; Evaluation Methods; State Standards; Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Austin Independent School District TX

This report summarizes the Austin Independent School District's Professional Personnel Evaluation System ratings for 1984, and presents findings on teacher and administrator satisfaction with the evaluation system. The average teacher ratings in 46 competency areas were similar to the 1983 ratings. Sixty-nine percent of the teachers received high ratings. Wide variations in the percentage of high ratings given to teachers across schools suggests problems with evaluators' consistency. Twenty-four percent of the teachers were satisfied with the evaluation system and forty-seven percent were dissatisfied. Sixty percent of the administrators reported

satisfaction with the Administrator Evaluation System. Eighteen percent were dissatisfied. House Bill 72 requires AISD to update the current teacher evaluation system. (BS)

ED 252 607 UD 023 760

Ramey, Madelaine
A Re-Entry Program for Students Who Have Been Suspended or Expelled from School.
Seattle Public Schools, Wash.
PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual meeting of the American Educational Research Association (April 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expulsion; High Schools; Junior High Schools; *Program Design; *Program Evaluation; *Reentry Students; Student Adjustment; Student Behavior; *Suspension
IDENTIFIERS- Washington (Seattle)

The 1983-84 school year marks the second year of the Seattle Public Schools' operation of a re-entry program for students who are otherwise likely to be lost in the educational system. The program is designed to serve students in Grades 7-12 who have been suspended or expelled from the regular middle or high school program during 1983-84. To prepare students for return to a regular academic environment, the objectives for the re-entry program focus on student behavior rather than academics. An outreach/intake services unit is included to reduce the work burden of the regular program staff. Program operation is geared to accommodate a student body that gradually increases in size throughout the course of a semester, and students are assigned to one of three re-entry program sites, according to residence address. Following the description of the program's operation, the program evaluation design is presented. And finally, two questionnaires are appended: "Teachers' Rating of Student at Entrance," and "Student Intake/Entrance." (KH)

ED 252 415 SE 045 337

Carnegie, John W.
Review of Solids Handling. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 21p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238

AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 93721 (Instructor's Guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; Solid Wastes; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- Unit Processes

This unit (which consists of a single lesson) summarizes and reviews most of the solids handling processes in common use in municipal treatment plants. The instructor's guide for the unit includes: (1) an overview of the lesson; (2) lesson plan; (3) lecture outline (keyed to a set of 72 slides); (4) student worksheet (with answers); and (5) two copies of a final quiz (with and without answers). After completing the unit students should be able to briefly describe how each solids handling process works and describe its main function within the solids handling program. In addition, students should become aware of the critical importance of solids handling to the overall operation and effectiveness of the treatment plant. (JN)

ED 252 445 SO 016 068

Scott, Kathryn P.

Teaching Social Interaction Skills: Perspectives on Cross-Sex Communication.

PUB DATE- Nov 84

NOTE- 22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Skills; Educational Change; Educational Objectives; Elementary Secondary Education; Females; Literature Reviews; Males; Outcomes of Education; *Peer Relationship; Play; Preschool Education; Sex Differences; *Sex Role; Sex Stereotypes; Student Behavior; *Student Development; Teacher Attitudes; Teacher Influence

IDENTIFIERS- *Cross Sex Interaction; *Social Interaction

While the literature on the social development of children has increasingly stressed the importance of peer relationships, little research has examined the influence of peers in sex role development. Sex segregation in children's play from preschool through the elementary years remains the norm even though we live in a society that is increasingly sex integrated and that requires social ease between men and women. Unfortunately teachers and parents too easily dismiss the need for both sexes to play together and to get to know each other. Teachers can increase pupils' cross-sex interaction by clearly labelling all play and learning activities as appropriate for both sexes, using mixed-sex small group activities frequently, praising children's positive cross-sex communication, and intervening to reduce cross-sex exclusion, cruelty, or teasing. They can also increase students' understanding about gender and behavior by teaching about sex role stereotypes and sexual and cultural differences in communication patterns. Finally, they can reinforce in all children behaviors usually stereotyped as belonging to one or the other sex, and make certain that all children have leadership roles and the chance to carry out and observe prosocial behaviors. A 34-item reference list is included. (IS)

ED 252 474 SO 016 147

Knight, Merle M.; And Others
Curriculum Materials Analysis System: Long Form. Revised Edition.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-89994-143-5

PUB DATE- 71
NOTE- 133p.; For short form, see SO 016 148.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Characteristics; Content Analysis; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Institutional Characteristics; *Instructional Material Evaluation; *Social Studies; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Curriculum Materials Analysis System

Social studies educators can use this long form of the Curriculum Materials Analysis System to analyze curriculum ideas and materials in breadth and depth. The form was revised using feedback from educators in workshops and conferences. Eight major sections deal with product characteristics; rationale and objectives; content; theory and strategies; antecedent conditions (i.e., conditions that must exist with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented); evaluation; background of materials development; and background of the analysis. Each section contains both scaled and narrative questions. Some of the questions are descriptive and some evaluative. In each section, the first questions are intended to elicit information of the most important, yet general, nature within each section. As the analysis unfolds within each section, subordinate level questions elaborate on the questions asked at the first level. (RM)

ED 252 622 UD 024 002

Foner, Philip S.; Pacheco, Josephine F.
Three Who Dared: Prudence Crandall, Margaret Douglass, Myrtilla Miner--Champions of Antebellum Black Education. Contributions in Women's Studies, Number 47.
REPORT NO.- ISBN-0-313-23584-8
PUB DATE- 84
NOTE- 234p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($29.95).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Biographies; Black Colleges; *Black Education; *Black History; *Black Students; *Educational History; Elementary Secondary Education; Higher Education; *Racial Discrimination; Racial Segregation; Slavery; United States History; *Women Faculty
IDENTIFIERS- Connecticut (Canterbury); District of Columbia; Virginia (Norfolk)

This book recounts the attempts of three women to educate blacks between the 1830's and the Civil War, a period during which, even in the North and the Middle West, there was little concern for the education of blacks because they did not belong to the body politic. All three women endured persecution and hardship, but they provided antislavery agitators with proof of the handicaps blacks suffered. Prudence Crandall, when the admission of a black girl to her boarding school was resisted, decided to open a school exclusively for black girls in Canterbury, Connecticut, in 1833. This led to her arrest (although she was ultimately acquitted) and violence against herself, the pupils and the school building. In 1852, Margaret Douglass opened a school in Norfolk, Virginia, for free black children. By so doing she broke the laws of the state. She was prosecuted and found guilty and so went to jail for teaching free black children to read. From 1851 onwards Myrtilla Miner struggled to ensure the education of free black girls in Washington D.C. and succeeded in establishing a school that eventually became a college for training black teachers. (RDN)

ED 252 431 SE 045 353

Zickefoose, Charles S.
Rotating Biological Contractors (RBC's). Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 45p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Rotating Biological Contactors; Unit Processes

This two-lesson unit on rotating biological contactors (RBC's) is designed to be used with students who have had some experience in wastewater treatment and a basic understanding of biological treatment. The first lesson provides information on the concepts and components of RBC treatment systems. The second lesson focuses on design operation and maintenance. The teaching guide includes: (1) an overview of the unit; (2) lesson plans; (3) lecture outlines; (4) overhead transparency masters for use with the second lesson; (5) student worksheets (with answers); and (6) two copies of a final quiz (with and without answers). The lecture outline for the first lesson includes reference to a set of slides developed for use with the lesson. Instructors are encouraged to add their own slides or to change the order of slides to fit their own teaching styles. (JN)

ED 252 489 SO 016 188

Newmann, Fred M.
Educational Reform and Social Studies: Implications of Six Reports.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-299-7
PUB DATE- 85
NOTE- 42p.
CONTRACT- 400-83-0012
GRANT- NIE-G-84-0008
AVAILABLE FROM- Social Science Education Consortium Publications, 855 Broadway, Boulder, CO 80302 ($5.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; Core Curriculum; Course Content; Course Objectives; Curriculum Development; *Educational Change; Educational Research; Educational Trends; Elementary Secondary Education; Literature Reviews; *Social Studies; Teacher Effectiveness
IDENTIFIERS- Nation at Risk (A)

The implications of six national reports for social studies are examined. These implications are compared with past and present practices in the social studies and the ways in which the reports fail to give useful guidance to teachers are noted. An introductory chapter presents a broad overview of the six reports: "The Paideia Proposal: An Educational Manifesto" (Adler, 1982), "High School: A Report on Secondary Education in America" (Boyer, 1983), "Academic Preparation for College: What Students Need to Know and Be Able to Do" (The College Board, 1983), "A Place Called School: Prospects for the Future (Goodlad, 1983), "A Nation at Risk: The Imperative of Educational Reform" (National Commission on Excellence in Education, 1983), and "Horace's Compromise: The Dilemma of the American High School" (Sizer, 1984). The second section focuses on the effects of these reports on social studies education, specifically regarding the goals of social education, curriculum organization and selection of subject matter, effective forms of teaching, and evaluation of student performance. Implications regarding time alloted for social studies, common core curriculum, specific content to be taught, and the organization of social studies into a meaningful sequence are considered. The final section examines the usefulness of the reports for teachers. While noting that the reports offer little assistance in resolving critical issues on social studies, the document stresses that the calls for quality in education can be used to support continuing work on these issues. A list of 53 references and an annotated list of related resources in ERIC conclude the document. (LH)

ED 252 519 SP 025 711

Klinzing, Hans Gerhard; And Others
the Effects of Nonverbal Behavior Training on Teacher Clarity,
Interest, Assertiveness, and Persuasiveness during Microteaching.

PUB DATE- Nov 84
NOTE- 102p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Assertiveness; *Body Language; Foreign Countries; Higher Education; Individual Characteristics; *Microteaching; *Nonverbal Communication; Preservice Teacher Education; Secondary School Teachers; Student Attitudes; *Teacher Behavior; Teacher Effectiveness; *Training Methods
IDENTIFIERS- West Germany

Based on evaluation of studies on nonverbal aspects of communication in instructional settings, a teacher training program was developed for nonverbal perceptiveness and expressiveness. An experimental study was conducted to test the effect of the program on secondary school preservice teachers (N=34). Focus was upon vocal delivery, eye contact, facial expressions, gesturing, and body movement, and the effect of these behaviors on clarity, interest, verbal speech quality, assertiveness, and persuasiveness during a microteaching lesson. Results indicated that expressive nonverbal behavior is trainable and that an increase in the level of expressiveness caused an increase in the majority of the variables (clarity, interest, assertiveness, and persuasiveness). Charts outlining the activities, specific objectives and goals, and the time schedule of the training program are appended. (Author/JD)

ED 252 593 TM 850 070

Doss, David A.
Professional Personnel Evaluation System: 1983-84 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.68
PUB DATE- Sep 84
NOTE- 911p.; Document contains small and faint print. For related documents, see TM 850 069 and ED 228 251.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($27.75 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Data Collection; Elementary Secondary Education; Evaluation Methods; Librarians; *Personnel Data; *Personnel Evaluation; School Counselors; *School Districts; Special Education Teachers; *Teacher Evaluation
IDENTIFIERS- *Austin Independent School District TX; Teacher Competencies

This technical report summarizes the evaluation ratings given to professionals on probation or up for contract renewal in the Austin Independent School District. Graphs, tables, and rankings are presented for each specified population: all district teachers combined; teachers by school level (elementary, junior high, senior high); teachers by school level and subject area; teacher summaries for each school; all counselors; all librarians; all special education teachers; and nine additional special education subdivisions. Copies of the evaluation instruments, card formats for evaluation form data, the data processing flowchart, the 1984-85 dissemination schedule, and memos to Office of Staff Personnel Assistant Directors are attached. (BS)

ED 252 401 SE 045 321

Symington, David

An Analysis of the LISP(P) Unit--Floating and Sinking. Learning in Science Project (Primary). Working Paper No. 118.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Nov 83
NOTE- 24p.; For related document, see SE 045 303. For handbook, see SE 045 319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Formative Evaluation; Instructional Material Evaluation; Learning Strategies; *Physics; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Guides
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

The Learning in Science Project (Primary)--LISP(P)--developed a handbook for a unit on "floating and sinking". The handbook contains information about ideas children and scientists have about the topic and several investigations and projects designed to help teachers move children gradually from intuitive explanations toward those which will ultimately be more useful to them. This paper is part of a formative evaluation of the handbook. Analyses included focus on: (1) unit objectives (which are not stated formally in the unit); (2) time allocation (not specified in the unit); (3) vocabulary; (4) definitions provided; (5) scientific background provided; (6) emphasis placed on teachers knowing about the ideas their students bring to their lessons; (7) sequencing of activities; (8) model of science fostered; (9) attitudes toward the learning of science fostered; and (10) instructional strategies. Questions provoked by these analyses are recorded for each area addressed. So that the authors of the handbook could respond to some of the questions, a set of questions was prepared and presented to them. The questions and the responses are included in an appendix. (JN)

ED 252 460 SO 016 112

Shaver, James P.
The Law-Related Education Evaluation Project: A Methodological Critique of the "Impacts on Students" Findings.
PUB DATE- 16 Apr 84
NOTE- 21p.; Paper presented at the "LRE Evaluation Project: A Symposium on Methods, Findings, Conclusions," at the Rocky Mountain Regional Conference of the National Council for the Social Studies (Phoenix, AZ, April 11-14, 1984). For related documents, see ED 247 164 and SO 016 110-111.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delinquency; *Educational Assessment; *Legal Education; Outcomes of Education; *Reliability; Research Design; Research Methodology; *Research Problems; Research Reports; Secondary Education; Statistical Analysis; *Validity
IDENTIFIERS- *Law Related Education

The major finding of the Law-Related Education Evaluation Project report for Year 1 (1981), that law-related education courses can reduce juvenile delinquency, is of limited use to educational decision makers and could be misleading. The research design leaves much to be desired; however, that fact must be considered in light of the difficulty of structuring educational research to meet the

demands of experimental designs. A major disappointment is that the project assessed delinquency only through student self-reports of behavior. That assessment, without supportive indicators of delinquent behavior, vitiates the study's major finding. LRE will, under certain circumstnace, be associated with changes in student reports of delinquent behavior, but it is not clear if the reports validly represent actual behavior. The failure to deal with the importance of the results other than in terms of statistical significance or to report the information (correlation coefficients, means, and standard deviations) that readers could use in deciphering the results is also a major shortcoming of the report. An analysis of the second year LRE Evaluation Project, which was supposed to provide methodological improvements as well as replication of data relevant to the first year's results, shows that it contains many of the same methodological shortcomings as the first study. Educators are urged to be cautious about relying upon these reports to advocate law-related education. (RM)

ED 252 503 SP 025 546

Leung, Esther K.; Carr, Gloria T.
When Teachers Speak, Teacher Educators Listen: For Relevance in Teacher Education.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Higher Education; *Program Effectiveness; Program Evaluation; *Program Improvement; *Relevance (Education); *Teacher Attitudes; *Teacher Education Programs; Teacher Educators; Teacher Influence
IDENTIFIERS- Kentucky

A questionnaire solicited information from Kentucky-trained teachers serving in Kentucky on how relevant their teacher training was to their present situation. A 13-item questionnaire received responses from 77 teachers. Questions focused on: (1) the most beneficial and most inadequate aspects of Kentucky's teacher education programs; (2) the most prevalent academic, social, and task-related problems exhibited by Kentucky school pupils; (3) verified successful instructional and management methods and materials; and (4) important skills and coursework for practitioners. Over 80 percent of the practitioners checked student teaching and practical field experiences as the most beneficial aspects of their undergraduate program. Over 50 percent identified listening skills, written expression, study skills, and reading as prevalent academic problems of students. Classroom behavior and management skills were identified as most needed and desirable skills for teachers. Response to inquiries on teacher education courses, content, and curriculum design tended to reflect trends in teacher education, with older teachers differing from younger teachers on course content and curriculum emphasis. (JD)

ED 252 534 TM 840 702

Project CAPABLE: Evaluation Report.
Madawaska School District, ME.

PUB DATE- 82
NOTE- 24p.; Light print throughout document. For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Basic Skills; *Content Area Reading; Instructional Improvement; Learning Strategies; *Program Evaluation; *Secondary Education; Student Evaluation; *Teaching Methods; *Test Results
IDENTIFIERS- Madawaska School District ME; *Project CAPABLE

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Effectiveness) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. The report evaluates the 1981-82 Project CAPABLE program at Madawaska High School (Maine) for significant student achievement gains in basic skills and subject content as compared to achievement gains for control groups. Nine teachers from the English, science, math, social studies, French, business, and special education departments and 295 students, grades 7 through 12, participated. Four instruments were administered as pretests and posttests: (1) the Stanford Diagnostic Reading Test; (2) the Maine Assessment and Planning for Schools--Reading; (3) a teacher-designed content test; and (4) the Watson-Glaser Critical Thinking Appraisal. Analysis of variance, covariance, and t-tests were performed. Students who participated in Project CAPABLE showed statistically significant gains (.05) in their basic learning skills and subject area content achievement as compared to the control group. (BS)

ED 252 549 TM 840 808

Nerenz, Anne G.; And Others
Scaling and Summary Statistics for the Curriculum Implementation and Program Customizing Variables. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-6.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 30p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; Grade 2; Grade 5; *Individualized Instruction; *Mathematics Instruction; Programed Instruction; *Program Implementation; Questionnaires; *Reading Instruction; Student Needs
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. Information on background, organizational, and program variables came from questionnaires completed during structured interviews with principals, unit leaders, and teachers. This report focuses on two aspects of curriculum program use: Curriculum Implementation, a measure of the degree to which WDRSD or DMP is implemented; and Program Customizing, a measure of the extent to which the curriculum in use is altered to meet individual children's needs. A list of questionnaire items from which the variable was developed, a detailed explanation of the scaling procedures, and a description of the distribution of the variables are provided. (Author/BS)

ED 252 563 TM 850 032

Herman, Joan
A Practical Approach to Local Test Development. Resource Paper No. 6. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 63p.
GRANT- NIE-G-84-0112-P4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Criterion Referenced Tests; Elementary Secondary Education; Instructional Development; Models; Rating Scales; Student Evaluation; *Teacher Made Tests; *Test Construction; Test Format; *Test Items; Test Manuals; Test Validity
IDENTIFIERS- Curriculum Related Testing; *Domain Referenced Tests; *Test Specifications

This resource paper is a guide for planning and developing instructionally relevant tests of student learning at the classroom, building, or district level. It is based on a model of instruction and testing which systematically uses assessment information to support and facilitate instructional improvement. Course goals and objectives are first translated into domain specifications which are used to link testing and instruction. A domain specification contains six components: (1) domain description; (2) content limits; (3) distractor limits and response-criteria; (4) item format; (5) student directions; and (6) sample items. Test items are then developed to match domain specifications. Standard item construction rules are given for both constructed responses (essay, short answer, completion) and selected responses true-false, matching, multiple choice). Items are then judged for their match to the six domain components plus linguistic and thinking complexity using the Item Rating Scales. When all eight categories have been individually scored on scales from 0 to 10, an overall rating is calculated. Guidelines are given for interpreting overall item rating for acceptance, rejection, or revision. Appendices contain: (1) sample domain-referenced test specifications; (2) item difficulty levels; and (3) materials used in the item rating process. (BS)

ED 252 579 TM 850 056

McLean, James E.; And Others
The Development and Implementation of a Model for Evaluating Clinical Specialty Education Programs.
PUB DATE- Nov 84
NOTE- 11p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; *Dental Health; *Evaluation Methods; Higher Education; *Medical Education; Models; Oncology; *Program Evaluation; Research Methodology

A new method for evaluating cancer education programs, using an external/internal evaluation team is outlined. The internal program staff are required to collect the data, arrange for a site visit, provide access to personnel, and make available other information requested by the evaluators. The external team consists of a dentist with oncological background and an educational evaluation specialist. The evaluation is conducted in three phases: previsit preparation, on-site visit, and report preparation. This method provides feedback on the process as well as on program outcomes. It focuses on improvement of the program, rather than success of the project. It gives appropriate attention to all stages of program activity. It costs about the same to implement an internal evaluation, but maintains the integrity of an external evaluation approach. The model has been used successfully for four years at the Louisiana State University School of Dentistry Clinical Cancer Education Program with several different evaluators. The project administrators, evaluators, and the funding agency have determined the results to be satisfactory. (DWH)

ED 252 608 UD 023 852

An Opportunity for Excellence: The Education Reform Act of 1982; Summary. A Report of the Task Force for Educational Excellence in Mississippi.

Mississippi State Dept. of Education, Jackson.
SPONS. AGENCY- Phil Hardin Foundation, Meridian, MS.
PUB DATE- 83
NOTE- 35p.; For the full report, see ED 238 170.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); Administrators; *Educational Change; *Educational Policy; Elementary Secondary Education; *State Boards of Education; *State School District Relationship; *State Standards; Statewide Planning; Teacher Certification; Teacher Education
IDENTIFIERS- *Excellence in Education; *Mississippi Education Reform Act 1982

This booklet summarizes a longer report on implementing the Mississippi Education Reform Act of 1982, a comprehensive strategy for the improvement of public education in the State. The document explains significant laws and programs established to address problems in four areas: (1) student achievement; (2) preparation and professional growth of school teachers, administrators, and other professionals; (3) local school management; and (4) school governance, leadership, and finance. It describes such newly established policies and programs as a statewide kindergarten requirement, the Mississippi Compulsory Attendance Law, a reform of the process and standards for teacher certification, and a performance-based school accreditation system. It also discusses two reforms at the level of State government: the making of the State School Board into an appointed body, and clarification of the State's educational policy (which is here outlined). The booklet concludes with a brief discussion on financing the Reform Act, a call for concerted, informed leadership, and graphic representations of some of the material presented earlier. (KH)

ED 252 637 UD 024 024

Ascher, Carol
Helping Hispanic Students to Complete High School and Enter College. ERIC/CUE Digest Number 20.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 6p.; For related document, see ED 230 665.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *College Bound Students; *College Preparation; Equal Education; High Schools; High School Students; *Hispanic Americans; Information Sources; *Performance Factors; Social Discrimination; Student Educational Objectives; Teacher Attitudes

Demographically, mainland Hispanic Americans constitute a population that is economically and educationally diverse. Nonetheless, a cluster of related findings indicates that Hispanic students are more poorly prepared for college than non-Hispanic White students. More Hispanic high school seniors than White non-Hispanics are enrolled in vocational or general programs than academic programs, and fewer take the standardized college admissions tests. Lack of interest in the courses offered by high schools, alienation, poor teaching, and differences in family life are among the reasons for the lesser tendency of Hispanic students to be adequately prepared for or interested in applying to college. Studies suggest that teachers' cultural stereotypes act negatively on their expectations for Hispanic students, and that language, ethnicity, and social-class factors contribute to a lower classroom experience for the Hispanic student. Because of these and other factors, some researchers have suggested that college officials look beyond high school grades and admissions test scores when considering acceptance of Hispanic students. Following the narrative, the paper concludes with a list of guidelines for use by high schools in developing strategies to better prepare the Hispanic student for college, and a list of organizations that specifically address the educational needs of Hispanics. (KH)

ED 252 416 SE 045 338

Carnegie, John W.
Review of Solids Handling. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 17p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; Solid Wastes; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

IDENTIFIERS- Unit Processes

This student manual contains the textual material for a single-lesson unit which summarizes and reviews most of the solids handling processes in common use in municipal treatment plants. No attempt is made to detail the theory and operation of the processes. Topics discussed include: (1) sources of sludge; (2) the importance of sludge management; (3) volume reduction; (4) solids reduction; (5) stabilization; (6) conditioning; and (7) ultimate disposal. A list of unit objectives and student worksheet are included. (JN)

ED 252 446 SO 016 070

Morgan, Bette, Comp.
Eleanor Roosevelt Centennial 1884-1984. Eleanor Roosevelt Curriculum Kit, K-6.
National Women's History Project, Santa Rosa, CA.
PUB DATE- 83
NOTE- 18p.; Photographs may not reproduce well.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($4.50).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; Elementary Education; *Females; Language Arts; Learning Activities; Resource Materials; *United States History; Units of Study; Womens Studies
IDENTIFIERS- *Roosevelt (Eleanor)

This study unit is designed to assist elementary students in discovering Eleanor Roosevelt's contributions to U.S. history and to the world. The unit begins with a brief biography of Eleanor Roosevelt, followed by biography study questions. Learning activities are then suggested. Students are asked to make costumes and portray her at different ages and stages of her life. An advocate for world peace, she worked hard for that issue. Students are asked to explore various issues that people are working hard for today. A third activity involves students in designing a postage stamp or a poster honoring Eleanor Roosevelt. A coloring page is provided. A language arts activity asks students to find the meaning of words and to use the words to complete sentences. A crossword puzzle and a word scramble are provided. The unit concludes with two listings of further resources about Eleanor Roosevelt. Also included for teacher use is a chronology of events in her life. (RM)

ED 252 475 SO 016 148

Knight, Merle M.; And Others
Curriculum Materials Analysis System: Short Form. Revised Edition. SSEC Publication #145.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE- May 71
NOTE- 34p.; For long form, see SO 016 147.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Characteristics; Content Analysis; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Institutional Characteristics; *Instructional Material Evaluation; *Social Studies; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Curriculum Materials Analysis System

This shortened version of the Curriculum Materials Analysis System (CMAS) was designed to serve as a helpful tool for social studies educators involved in the selection of materials for classroom use. It can be used by participants in short workshops of a few hours to a day in length and by the busy administrator or teacher who does not have time for more in-depth examinations of curriculum materials. It contains the same eight sections as the long form of the CMAS: product characteristics; rationale and objectives; content; theory and strategies; antecedent conditions (i.e., conditions that must exist with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented); evaluation; background of materials development; and background of analysis. Narrative and scaled questions are provided, both of which elicit information of the most important, yet general, nature. (RM)

ED 252 623 UD 024 003

Berube, Maurice R.
Education and Poverty: Effective Schooling in the United States and Cuba. Contributions to the Study of Education, Number 13.
REPORT NO.- ISBN-0-313-23468A
PUB DATE- 84
NOTE- 163p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Economically Disadvantaged; *Educational Change; Educational Policy; Educational Theories; Elementary Secondary Education; Equal Education; Foreign Countries; Literacy Education; Minority Groups; *School Effectiveness; *Urban Education
IDENTIFIERS- *Cuba; *United States

Although the two countries differ vastly in wealth and resources, Cuba was selected as the second subject in this comparative study of the American effective schools movement and a socialist educational system because of: (1) the successes of the Cuban literacy campaign; and (2) similarities between the racial composition of the two countries. In the first part of the book the newest major studies dealing with the effective schools movement are reviewed and a range of minor studies and reports are collected and analyzed. The record of American public schools for the urban poor in the past century and the recent effective schools movement are investigated and critiqued. In the second part, Jonathan Kozol's study of the Cuban literacy campaign is updated and Cuba's success in urban education examined. It is demonstrated that Cuban schools promise to become effective in educating an urban poor population because of the earlier success of the nationwide literacy campaign. In the third and last part the ingredients for success in these schools are examined and four major changes in United Sttes educational and political policy are recommended. They are: (1) create effective school models; (2) create national urban student and parental organizations; (3) create a national education system; and (4) eliminate poverty. (RDN)

Zickefoose, Charles S.

Rotating Biological Contactors (RBC's). Student Manual. Biological Treatment Process Control.

Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 49p.; For related documents, see SE 045 333-353.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Rotating Biological Contactors; Unit Processes

This student manual provides the textual material for a unit on rotating biological contactors (RBC's). Topic areas considered include: (1) flow patterns of water through RBC installations; (2) basic concepts (shaft and stage); (3) characteristics of biomass; (4) mechanical features (bearings, mechanical drive systems, and air drive systems); (5) design considerations (flow rates, organic and solid loads, industrial loading, and weather/environmental influences); (6) interaction of unit processes (preliminary treatment, primary clarifier, return streams, and secondary clarifier); (7) process monitoring and testing, focusing on the visual observation of the biomass; (8) process control for steady state operation (considering mechanical and air drive systems); and (9) making process control changes. A list of objectives, a glossary of key terms, a list of references, and student worksheets are included. It is assumed that students using this manual have had some experience in wastewater treatment and a basic understanding of biological treatment. (JN)

ED 252 520 SP 025 728

McMeen, George R.
Implications of a Computer Education Model for Teacher Training.
PUB DATE- 6 Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Curriculum Development; Delivery Systems; *Educational Technology; Higher Education; Institutional Cooperation; Microcomputers; *Teacher Education; Team Training

In response to increasing demands for computer literacy, the University of Nevada/Reno College of Education, in cooperation with the Burroughs Corporation, developed a training program to acquaint future and inservice teachers with computer use and the potentials of computer education. In this model, groups of learners are stratified by levels of interest, skills, and abilities in relation to hardware and courseware concerns. Training progresses through four levels: (1) familiarization--teachers gain basic level skills in using hardware as well as an orientation to the possible uses of microcomputers in schools; (2) specialist/curriculum--teachers develop a sufficient background and critical perspective to facilitate the use of computers in their teaching; (3) teacher/author--teachers understand courseware and software design, and some orientation to programming; and (4) teacher/disseminator--teachers acquire an understanding of the computer and classroom organization, school resources priorities, computer literacy, new materials, dissemination case studies, and advances in hardware. The organization and structure of the training model are described, and its implications for future redesigning of curriculum are discussed. (JD)

ED 252 594 TM 850 071

Promotion or Retention: An Individual Decision.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.07
PUB DATE- 83
NOTE- 20p.; For a related document, see ED 228 252.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Elementary Education; *Grade Repetition; Individual Differences; Parent Attitudes; *Reading Achievement; *School Policy; *Student Promotion; Teacher Attitudes; Test Results
IDENTIFIERS- *Austin Independent School District TX

Austin Independent School District's (AISD's) elementary promotion/retention policy is designed to promote the full development of learners' potential and accommodate individual needs. It requires that all those at least one year behind in reading basals (grades 1-6) or math competencies (grades 4-6) be considered for retention. AISD tries to help retainees and potential retainees through summer school, inservice training for teachers, Project PASS (designed to improve Black students' achievement), and other programs. The retention rate doubled after publication of the new policy in 1981, but has declined since then. Retainees' success was judged by the opinions of parents, the opinions of teachers, and gains in reading scores on the Iowa Tests of Basic Skills. At least two of the three sources agreed that the student was a success as a retainee in 79 percent of the 121 cases. Only four percent were considered unsuccessful by all three sources. (BW)

ED 252 402 SE 045 322

Symington, David; Osborne, Roger
Toward Professional Development in Science Education for the Primary School Teacher. Learning in Science Project (Primary). Working Paper No. 119.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Nov 83
NOTE- 19p.; For related document, see SE 045 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Learning Strategies; Performance Factors; *Professional Development; Science Curriculum; Science Education; *Science Instruction; Science Projects; Staff Development; *Teacher Education
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

Science programs provided for primary school have not always been successful. A major reason suggested is that some programs place demands on teachers which many teachers find difficult to meet and which give rise to concerns which restrict their development as teachers of science. Based on the work of the the Learning in Science Project (Primary)--LISP(P)--in New Zealand, various concerns of teachers are considered. They include: (1) their limited background in science; (2) their belief that hands-on inquiry is the only acceptable form of science activity in the primary classroom; (3) their ability to manage a class effectively and maintain appropriate student behavior; (4) their ability to organize necessary resource materials; (5) their concern about evaluation; (6) their choice of topics for the science program; and (7) their influence on children's ideas. An approach is suggested designed to promote teachers' professional growth in the teaching of science so that they can move from these concerns of self to concerns about learners. Science programs are proposed which allow teachers both to cope effectively and to focus on children's thinking about natural phenomena. The current research of the Learning in LISP(P) focuses on exploring the practicality and the potential of these proposals. (Author/JN)

ED 252 417 SE 045 339

Richwine, Reynold D.
Trickling Filters. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 30p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's Guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Trickling Filters; Unit Processes

This instructor's guide contains materials needed for teaching a two-lesson unit on trickling filters. These materials include: (1) an overview of the two lessons; (2) lesson plans; (3) lecture outline (keyed to a set of slides accompanying the unit); (4) overhead transparency masters; (5) student worksheet (with answers); and (6) two copies of a final quiz (with and without answers). The first lesson (structure and theory) covers an introduction to trickling filters, components, modes of operation, and the microbiology of trickling filters (emphasizing the factors that affect growth). The second lesson covers the operation of trickling filters. The laboratory tests recommended for influent and effluent monitoring are presented and related to the factors affecting biomass growth. Calculations regarding loading, recirculation, and efficiency are presented and practiced. Plant observation and monitoring is discussed with an emphasis on awareness and identification of existing and potential problems. Finally, a number of operational problems are presented with recommended corrective measures. (JN)

ED 252 490 SO 016 189

Hess, Peter N.; Ortmayer, Louis M.
Protection for the U.S. Automobile Industry: A Joint Class Simulation in Trade Policy.
PUB DATE- 84
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Economics Association (10th, New York City, NY, March 15-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; *Economics Education; Educational Research; *Foreign Policy; Higher Education; Industry; *International Trade; Learning Activities; *Simulation; Teaching Methods
IDENTIFIERS- *Automobile Industry; Automobile Workers

A description of a joint class simulation in trade policy undertaken by an international economics class and a political science class at Davidson College (Pennsylvania) is presented in three sections. Section I describes the structure of the simulation. Students were divided into groups of United States auto manufacturers, the United Auto Workers, foreign auto manufacturers, foreign governments, U.S. suppliers, U.S. car dealers, consumers, and politicians. The issue of whether American industries should receive more or less protection from foreign imports than currently exists was argued in front of a student International Trade Commission. Section II describes a survey conducted to measure the impact of the simulation exercise. A questionnaire that measured positions on free trade in principle and the applications of this idea to the auto industry was administered on the opening day of class and an additional three times over the course of the term. Class averages as well as a constructed "index of change" were tabulated. Initially, students ranked national security as the most valid reason for protection. Over the course of the term, students increasingly supported free trade. Survey findings are presented in a series of charts. Section III summarizes the educational value of such a simulation exercise in light of survey findings, and concludes with a note on the policy implications of this particular simulation. (LP)

ED 252 504 SP 025 627

Fouts, Jeffrey T.
A Consortium for Teacher Preparation: Model Guidelines for Small Colleges.

PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Beginning Teachers; *College School Cooperation; *Consortia; *Cooperative Programs; Higher Education; Preservice Teacher Education; *Small Colleges; *Teacher Education Programs

Guidelines have been developed for a consortium approach to teacher preparation in a small college that may need some expertise and access to teaching materials which can be provided by local school districts and other agencies. This approach to the design, management, and evaluation of the program offers the opportunity to involve the schools very closely with the program's content and with the students. The consortium method of teacher training presents the public schools with an opportunity to correct many perceived weaknesses in the performance of beginning teachers. The guidelines described in this document have been in use at Columbia Christian College (Portland, Oregon) since 1979. Based on this experience, the following observations are offered: (1) access has been provided by the schools to computer laboratories, curriculum libraries, and classrooms, and joint training in special evaluation techniques has also been provided; (2) traditional program management practices have been replaced by the involvement of all participants in the decision making process; (3) student confidence in courses and requirements has been increased by the involvement of the public schools in their training; and (4) a high degree of student satisfaction is apparent. (JD)

ED 252 535 TM 840 703

Murphy, Terry
Project CAPABLE: Teacher Workshops. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.
PUB DATE- 80
NOTE- 81p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Instructional Improvement; *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; Student Motivation; Study Skills; *Teacher Workshops; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly teacher workshop reports explain how the basic learning skills can be taught. Each monthly report provides an introduction to the material to be covered in a teacher workshop. This includes: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 252 564 TM 850 033

Penfield, Douglas A.; And Others
Analysis of Key Education Instrumentation.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Perception; *Culture Fair Tests; Evaluation Criteria; Nonverbal Tests; Occupational Tests; Predictive Measurement; Visual Perception; *Vocational Aptitude; *Vocational Evaluation
IDENTIFIERS- *Key Assessment System; Test Batteries

The Key Assessment System, consisting of test instruments which measure psychological functioning, work related competencies, and attitudinal and motivational characteristics, is described. The system is a vocational assessment battery designed to differentiate levels of psychophysical capabilities in a nondiscriminatory manner. It provides a mechanism for identifying vocational capabilities and making optimal vocational recommendations. The Key Tabletop Lab and the Key Audiometer are designed to minimize the threatening aspects of testing. Computer technology is utilized to produce and maintain norms specific to the sample being tested.

When large groups of individuals from distinct populations are tested, it will be possible to develop unique norms for each group. Separate evaluative criteria will be available for distinct populations. Theory suggests that the more specific the criteria, the more precise the recommendation. To make the system useful in the prediction of performance in practical areas, a core set of physiological functions was established to identify performance capabilities based upon human attributes. (DWH)

ED 252 580 TM 850 057

Lee, Mickey, M.; Lee, Lynda Newby
Derived Basic Ability Factors: A Factor Analysis Replication Study.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Courses; *Dental Schools; *Factor Analysis; *Factor Structure; *Grades (Scholastic); Higher Education; *Research Methodology; Validity
IDENTIFIERS- *Research Replication; Statistical Package for the Social Sciences

The purpose of this study was to replicate the study conducted by Potter, Sagraves, and McDonald to determine whether their recommended analysis could separate criterion variables into similar factors that were stable from year to year and from school to school. The replication samples consisted of all students attending Louisiana State University School of Dentistry during the 1979-83 academic years. The sample included 76 freshman, 88 sophomores, and 92 juniors (total N-256). The variables assessed consisted of all courses taken during their freshman, sophomore, and junior years. The courses included lecture, preclinical, and clinical courses. The method chosen to validate the basic ability groupings was factor analysis, using principal component analysis and rotating the obtained factors through verimax rotation analysis. This was accomplished using the Statistical Package for the Social Sciences program, Factor Analysis. A criterion of .50 was used to replicate the chosen factor loading in the study. The results, unlike those of Potter et al., failed to separate criterion variables into similar basic ability factors. For four freshman classes, no consistent pattern appeared. For three sophomore classes and two junior classes, only suggestions and possible patterns were present. (Author)

ED 252 609 UD 023 855

Effective Factors of Student Achievement in Minority-Isolated Schools. Preliminary Findings. Evaluation Services Department Report No. 345.

San Diego Unified School District, Calif.

PUB DATE- Jan 83
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary Schools; Family School Relationship; Institutional Characteristics; Minority Groups; *Performance Factors; Predictor Variables; Principals; School Effectiveness; *School Segregation
IDENTIFIERS- San Diego Unified School District CA

A study of 6 low-achieving and 5 high-achieving minority-isolated elementary schools in San Diego, California, identified 28 factors that appeared to make a difference in achievement levels. Thirteen were associated with time-on-task, focus, and structure, i.e. variables within the schools' control. The remainder were miscellaneous background variables. Major findings were the following: (1) 88 percent of all identified weaknesses among the schools occurred in grades 4-6; (2) the language area accounted for about 60% of the identified weaknesses across both groups of schools, reading accounted for around 30%, and math for approximately 10%; (3) fewer parents were regularly involved with the schools at the lower-achieving schools; (4) variables related to principal supervision and monitoring activities seemed to be stronger at higher-achieving schools; and (5) the data indicated that the goal of achievement may conflict with the goal of integration. Following the narrative, recommendations are given for putting these findings to work in assessing school needs and in determining the course of future research. Materials used in collecting data, data by school, a cluster analysis of identified areas of weakness across schools, and a selected bibliography are appended. (KH)

ED 252 638 UD 024 025

Ascher, Carol

The Social and Psychological Adjustment of Southeast Asian Refugees. ERIC/CUE Digest Number 21.

ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 4p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Economic Factors; Elementary Secondary Education; Family Problems; High Risk Persons; *Refugees; *Stress Variables; Student Needs
IDENTIFIERS- *Southeast Asians

This paper provides an overview of research findings concerning the stresses experienced by Southeast Asian refugees undergoing acculturation in the United States. Sources of stress are briefly described, including worries about family and others left behind in Southeast Asia, underemployment and unemployment, cultural conflicts, changing family roles, and social disruption. Findings on problems specific to high risk groups--adolescents, child arrivals between the ages of 9 and 15, and persons who have undergone shifting role identities (such as the loss of professional status) are given special focus. Studies on the relationship between stress and children's age of migration are summarized, and some information on student needs and reasons for student misbehavior is given. (KH)

ED 252 447 SO 016 073

Sysiharju, Anna-Liisa
Intergenerational Contacts and Urban Family Life among Women and Men of Different Ages in a Rapidly Changing Society. Research Report 21.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-3261-9
PUB DATE- 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family (Sociological Unit); *Family Life; Family Relationship; Females; Males; Rural to Urban Migration; Sex Differences; *Social Change; Social Science Research; *Urban Culture
IDENTIFIERS- *Finland; *Intergenerational Analysis; Life Cycles; Life Span

Following a description of the rapid transformation of the Finnish society from an agricultural to a post-industrial one, this study reports results from a secondary analysis of a representative survey collected in 1981 by the Central Statistical Office of Finland. Using a sample of 744 urban residents, the 'working age' period of 25-66 years was divided into five successive age groups, birth cohorts who have experienced the same historical changes at different ages. These five cohorts (postwar recovery, postwar baby boom, wartime recovery, wartime childhood, and wartime youth) were compared on the basis of life course experiences and current intergenerational contacts. Findings show that despite many supposedly interfering factors and despite infrequent intergenerational sharing of a household, regular meetings with parents, grandparents, and adult children continued to form an essential part of the social network for a large majority of all groups and in both gender groups of adults. Certain differences according to stage of family life, gender, and age were noted but differences were usually not significant. The study concludes that more qualitative methods are needed to study content, meaning, and function as instruments of mutual socialization as well as the emotional climate of the intergenerational contacts of adults. (LH)

ED 252 461 SO 016 118

Hirsh, Stephanie A.; Kemerer, Frank R.
Academic Freedom: Crisis and Prevention.
National Council for the Social Studies, Washington, D.C.
PUB DATE- Nov 84
NOTE- 44p.; For earlier NCSS Policy Statements on Academic Freedom, see ED 005 064.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Freedom; *Controversial Issues (Course Content); Elementary Secondary Education; Higher Education; *Professional Autonomy; School Community Relationship; School Policy; *Social Studies; Teacher Administrator Relationship; *Teacher Rights; Teaching Methods

This document was prepared to inform teachers about their academic freedom rights and to assist teachers who are confronted with a potential academic freedom issue. It provides (1) an essay which outlines the issues, (2) a list of significant decisions of the U.S. Courts of Appeals and their implications, (3) steps to follow when academic freedom is threatened, (4) questions and answers relevant to academic freedom, (5) calls for nominations for the National Council for the Social Studies (NCSS) Academic Freedom Award, (6) the nomination form, (7) an application for financial assistance from the NCSS Defense Fund, (8) a list of organizations supporting academic freedom, (9) an annotated bibliography, and (10) revised NCSS academic freedom policy statements. The essay, "Academic Freedom: The Issues," discusses three categories of academic freedom: freedom of association, freedom of speech outside the classroom, and freedom of speech inside the classroom. The fact is pointed out that professional associations for educators have repeatedly affirmed the importance of academic freedom and the need to exercise the right responsibly so that students are aware of opposing viewpoints and the rights of people holding these views are respected. (IS)

Voter Education Curriculum Guide.

National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.

REPORT NO.- ISBN-0-88210-114-5
PUB DATE- 80
NOTE- 84p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Office of Student Activities, National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($10.00, plus $3.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizen Participation; Citizenship Responsibility; *Elections; Government (Administrative Body); Instructional Materials; Learning Activities; Political Issues; Secondary Education; Social Studies; United States Government (Course); United States History; Units of Study; *Voter Registration; *Voting; *Voting Rights

This basic voter resource book can be used as the basis for a self-contained unit or as a supplement to the Young Voter Campaign of the National Association of Secondary School Principals. Materials, which are suitable for use in secondary social studies, government, and history courses, are divided into five parts. Following an introduction, Part I, "Appreciating the Right to Vote," contains background readings on the history and purpose of voting and two decision-making activities on exercising one's right to vote. Part II, "Understand Voter Registration," contains readings on the history, purpose, and principles of voter registration and exercises for holding a schoolwide registration and a community registration, recognizing and using voter machines, and understanding voter qualifications. Part III, "The Importance of Issues in Elections," consists of background information on issues of today and yesterday, and on special interest groups. Three exercises focus on the process of passing legislations, the issue referendum process, and issue analysis. Part IV, "Candidates, Their Views and Qualities," includes background readings and activities focusing on the process of nomination. "Participation in Campaigns and Elections," part V, contains background material and guidelines for conducting a mock convention. A list of resource materials and a glossary of political terms concludes the publication. (LP)

ED 252 550 TM 840 809

Nerenz, Anne G.; And Others
School Background Variables. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-7.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 80
NOTE- 60p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; Elementary Schools; Grade 2; Grade 5; *Individualized Instruction;

*Institutional Characteristics; *Mathematics Instruction; Programed Instruction; Program Implementation; Questionnaires; Rating Scales; *Reading Instruction; *School Organization; School Surveys
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. Information on background, organizational, and program variables came from questionnaires completed during structured interviews with principals, unit leaders, and teachers. This paper focuses on six background variables: Demographic Background, Teacher Experience, Interorganizational Relations, Procedures Fostering Coordination and Development of the School Program, Intraorganizational Structure, and General Implementation of the Instructional Programming Model. For each variable, the report includes a verbal definition, a list of the questionnaire items from which the variable was developed, a detailed explanation of the scaling procedures, and a description of the distribution of the variable in the 19 participating schools. (Author/BS).

ED 252 624 UD 024 004

MacCorkle, Lyn, Comp.
Cubans in the United States: A Bibliography for Research in the Social and Behavioral Sciences, 1960-1983. Bibliographies and Indexes in Sociology, Number 1.
REPORT NO.- ISBN-0-313-24509-6
PUB DATE- 84
NOTE- 227p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavioral Science Research; *Cubans; *Hispanic Americans; *Immigrants; Social Science Research

This volume brings together a wide-ranging body of English-language sources pertaining to Cuban American society. Some 1,600 references cite journal and periodical articles, dissertations, government reports, conference papers, and unpublished works. Spanish-language bibliographies that contain English-language titles or related Spanish-language works are also cited. The volume is divided into the following seven sections: (1) bibliography; (2) economics, business, labor; (3) education, language; (4) public administration, public policy; (5) psychology, social psychology, health; (6) politics; (7) sociology, anthropology, and demographics. An author index is included. (RDN)

ED 252 433 SE 045 357

Charlesworth, Rosalind
Kindergarten Mathematics: Step-by-Step from Concrete Materials to Paper and Pencil.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Los Angeles, CA, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Elementary School Mathematics; *Kindergarten; *Learning Activities; *Manipulative Materials; *Mathematics Instruction; Mathematics Materials; Primary Education; *Teaching Methods

The use of a step-by-step procedure for sequencing materials from concrete objects to paper and pencil can provide kindergarten teachers with a defensible means for showing that children are progressing in their mathematical competencies even though they may not be doing paper-and-pencil activities. Developmental characteristics of young children are first described; of particular importance is the fact that they have developed many mathematical concepts through informal learning before they come to school. They deal best with concepts through activities involving concrete materials and need opportunities to continue to actively construct their own knowledge through involvement with things in their environment. A six-step guide is then outlined which provides a sequence for moving from concrete materials to paper and pencil: manipulation of real objects, real objects and pictorial representations used in combination, manipulation of pictorial representations, manipulation of card sets or cut-up workbook pages, laminated workbook pages or other activities, paper-and-pencil activities. A specific example is given to illustrate this procedure. A number of references are included. (MNS)

ED 252 521 SP 025 734

Purvis, Johnny; Leonard, Rex
Content for a Student Discipline Course.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Behavior Modification; *Classroom Techniques; *Course Content; *Discipline; *Education Courses; Higher Education; Program Development; Secondary Education; Student Behavior; Student Rights; *Teacher Attitudes; Teacher Characteristics; Teacher Education Curriculum; Teacher Student Relationship

A survey was conducted on the most probable content for a course in discipline for prospective teachers at the undergraduate and graduate level. A questionnaire, containing 34 items which might be included in a discipline course, was responded to by 713 school principals and 99 professors of secondary education. Three items upon which principals and professors agreed for an undergraduate course addressed the methodological issues of discipline techniques and management strategies: (1) including discipline for handicapped students; (2) developing a growth profile for students and associated coping strategies for teachers; and (3) managing classroom environment. Responses to content items of a graduate course found agreement on: (1) teacher characteristics and their influence on management and student behavior; (2) strategies for conducting student conferences; (3) techniques for recognizing and reinforcing appropriate behavior; and (4) technqiues for developing a positive self-concept in students. Respondents agreed on the importance of student rights content in an undergraduate course; however, administrators reversed their opinion for a graduate course. Both groups agreed that classroom and school security were important for a graduate course content. The questionnaire is appended. (JD)

ED 252 536 TM 840 704

Perreault, Phyllis
Project CAPABLE: Business Education. Monthly Reports, August 1979-May 1980.
Madawaska School District, ME.
PUB DATE- 80
NOTE- 62p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Business Education; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Grouping (Instructional Purposes); Instructional Improvement; *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in business education classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 252 595   TM 850 072

The School/Community Guidance Programs: Alternatives for At-Risk Students, 1983-84. Final Report.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.73
PUB DATE- 84
NOTE- 12p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; Correctional Education; *Counseling Services; Counselors; *Delinquency; *Delinquent Rehabilitation; Dropouts; High Risk Students; *Police School Relationship; *School Community Relationship; Secondary Education; State Programs; Student Characteristics
IDENTIFIERS- *Austin Independent School District TX

The School/Community Guidance Program in the Austin Independent School District is a state authorized program providing services to delinquent students to decrease both their disruptive behavior and their contact with the criminal justice system. Assigned to reduce factors contributing to truancy, academic failure, dropping out, and delinquency, core services include instruction, counseling and home/school liason. This evaluation summary reports findings on the 1983-84 program in two junior high schools, two senior high schools, and the juvenile detention center. The five project specialists served 53 students in the school component and 171 young persons at the court facility. Major findings show that: (1) absenteeism and discipline referrals went down and grades went up after six weeks in the program; (2) of the 17 students exiting the program, 13 are in school, three are suspended, and only one dropped out of school; (3) only 3 of the 53 program students have dropped out of school; and (4) project specialists would like inservice training expanded to provide more interaction with community people/professionals who also work with these high risk students. (BS)

ED 252 639 UD 024 028

Evans, Charles L.; Geisel, Paul
The Effective School Scale: Assessing Minority/Majority Gaps.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Objectives; Elementary Secondary Education; Equal Education; Evaluation Methods; *Measurement Techniques; *Minority Group Children; *School Effectiveness; *Student Behavior
IDENTIFIERS- *Effective School Scale

The Effective-School Scale is presented for addressing student outcomes associated with an effective school or district for minorities. This measurement device is based on the expectations that differences in academic performance need not exist between minority and majority students, and that goals of student equality should be extended beyond basic skills to include high level academic skills. The scale consists of three parts. Two separate subscales are given first: (1) an achievement scale that allots a school points for equity or progress toward equity on standardized or criterion-referenced results; and (2) a behavioral scale that allots a school points for equity or progress toward equity on ten other student-outcome categories. Following the subscales, the effective school scale, which combines results from the two subscales, is presented. And finally, the following are briefly discussed: how the scale attempts to respond to criticisms of effectiveness identification methods; possible modifications of the scale; and limitations of the scale. (KH)

ED 252 403 SE 045 323

Appleton, Ken; And Others

Floating and Sinking: First Teacher Trials. Learning in Science Project (Primary). Working Paper No. 120.

Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.

PUB DATE- Apr 84

NOTE- 24p.; For related document, see SE 045 303. For both versions of the teacher handbooks, see SE 045 319.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Instructional Material Evaluation; Learning Strategies; *Physics; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Guides

IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

Two booklets were developed by the Learning in Science Project (Primary)--LISP(P)--to help teachers adopt an approach to primary science teaching which would enhance children's understanding of floating and sinking. Both booklets were designed to enable teachers to reconceptualize their teaching task from activity-driven, didactic teaching to conceptual-change teaching. The first booklet was written for more confident teachers, using a less-structured approach, and the second for teachers who might prefer detailed guidance. Each booklet was evaluated during six 25-45 minute lessons over a 2-week period to determine the extent to which the authors of the booklets were able to convey their intentions to the teachers and to gain an idea of the problems encountered by teachers during the lessons. Data were obtained from student interviews and from a comparison of suggested strategies in the booklets and actual classroom practices. Findings (reported and discussed separately for each booklet) show that actions of the teachers matched the authors' intentions in some respects but departed from them in others and that use of the guide was influenced by the teachers' views of teaching and of how children learn. Implications of these and other findings for teaching science and for developing teaching guides are included. (JN)

ED 252 418 SE 045 340

Richwine, Reynold D.
Trickling Filters. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 26p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Trickling Filters; Unit Processes

The textual material for a unit on trickling filters is presented in this student manual. Topic areas discussed include: (1) trickling filter process components (preliminary treatment, media, underdrain system, distribution system, ventilation, and secondary clarifier); (2) operational modes (standard rate filters, high rate filters, roughing filters, filter staging); (3) trickling filter microbiology (biomass, nutritional requirements, metabolism rates, growth and sloughing cycle); (4) trickling filter process monitoring, including the use of laboratory data to aid in plant operations; and (5) operational problems and solutions (focusing on filter flies, high effluent suspended solids, high hydraulic loading rates, icing, in-plant recycle streams, low temperature wastewaters, odors, orifice plugging, ponding, reduction in biological oxidation demand (BOD) removal, and toxic loadings). A list of unit objectives, glossary of key terms, aand student

worksheet are included. (JN)

ED 252 462　　SO 016 120

Framework for the Social Studies Program.
Saint Mary's County Public Schools, Leonardtown, MD.
PUB DATE- 83
NOTE- 126p.; Document is printed on colored paper and contains small print. For related documents, see ED 237 438 and SO 016 121-123.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Educational Objectives; Elementary Secondary Education; Sequential Approach; Skill Development; *Social Studies; Vocabulary Skills
IDENTIFIERS- Maryland

A social studies framework for grades K-12 contains six sections. Seven social studies goals and their components are presented on the inside covers of the volume. An introduction describes the K-12 program rationale. A section on scope and sequence is divided into subsections for each grade level. For each grade level, a brief entry presents grade theme, skill and content emphases, and resource units. Grade level objectives, divided by grade, are contained in another section. The social studies goals one through five and seven are matched with specific grade level content and skills as appropriate. Goal number six, skill objectives, is treated separately; in matrix format, individual skills are correlated with appropriate grade levels. A final section contains concept and geography-related social studies vocabulary. Two

appendices list basic social studies project objectives and grade level vocabulary. (LP)

ED 252 491 SO 016 195

Prochaska-Cue, Kathy; Sugden, Marilyn
Budgeting: The Basics and Beyond. Learn at Home.
Nebraska Univ., Lincoln. Cooperative Extension Service.
REPORT NO.- LH-83-12
PUB DATE- 83
NOTE- 105p.; Developed in cooperation with the U.S. Department of Agriculture.
AVAILABLE FROM- Cooperative Extension Service, University of Nebraska, Dept. of Agriculture Communications, Lincoln, NE 68583-0918 ($4.50; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Business Education; *Budgeting; Cost Estimates; Credit (Finance); Daily Living Skills; Expenditures; Family Income; *Money Management
IDENTIFIERS- *Personal and Family Financial Planning; Sample Forms

Designed as an at-home course to help users develop a realistic budget plan and set up a workable record-keeping system, these course materials provide practical tips, ideas, and suggestions for budgeting. The course begins with a nine-step budgeting process which emphasizes communicating among family members, considering personal or family situation, setting goals, estimating income, estimating expenses, balancing the expenses with income, putting a budget plan into action, adjusting a budget plan as necessary, and future planning. Course materials include (1) situation sheets showing how life situations affect money management; (2) examples of money management tools such as a net worth sheet, income statement, account book, budget form, cash flow statement, budget control sheet, and cash flow planning form; (3) a financial action planning sheet; (4) special sections for single people, two-income families, and those with irregular incomes; and (5) additional information on using credit wisely, tax planning, and recordkeeping systems. (LH)

ED 252 505 SP 025 635

Dunham, Jack
Stress in Teaching.
REPORT NO.- ISBN-0-89397-198-7
PUB DATE- 84
NOTE- 176p.
AVAILABLE FROM- Nichols Publishing Co., 155 West 72nd St., New York, NY 10023 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Coping; Elementary Secondary Education; *Job Satisfaction; Role Conflict; *Stress Management; *Stress Variables; Student Behavior; Teacher Administrator Relationship; Teacher Alienation; *Teacher Burnout; Teacher Effectiveness; *Teacher Morale; Teacher Student Ratio; Teacher Student Relationship; Teaching Conditions
IDENTIFIERS- *Teacher Stress

Through the extensive use of teachers' reports, the many and varied stresses endured by teaching staff and their reactions to them are identified. In focusing on the dual problem of reducing pressures on teaching staff and strengthening their coping resources, this book calls attention to a series of issues within education. Chapters are devoted to: (1) staff problems caused by organizational and curricular changes; (2) problems of role conflict and role ambiguity; (3) pressures of children's behavior and attitudes; (4) pressures of difficult working conditions; (5) pressures on middle management; (6) pressures on the top management team; (7) identification of stress reactions; (8) identification of teachers' coping resources; (9) recommendations for strengthening personal and interpersonal resources; and (10) recommendations for strengthening organizational resou[illegible]s. (JD)

ED 252 565 TM 850 036

McGeever, James M.
The Decline of Standardized Test Scores in the United States from 1965 to the Present.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- AEL-OP-012
PUB DATE- Oct 83
NOTE- 49p.
CONTRACT- 400-83-0001-P6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Aptitude Tests; *Scores; Secondary Education; Standardized Tests; Student Motivation; Test Results; *Trend Analysis
IDENTIFIERS- Iowa Tests of Educational Development; Minnesota Scholastic Aptitude Test; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; *Test Score Decline

Student scores on standardized tests have steadily declined since 1965. Researchers conducted a literature review and completed data analysis to determine the reasons for this decrease, assessing trends for the period from 1965 to 1983. The kinds of tests most commonly used are aptitude, achievement, and tests of personal and social characteristics. Score trends vary from test to test. The reasons for the declining student scores include changes in the composition of test-takers, decreases in the quantity of schooling which students experience, curriculum changes, declines in student motivation, and deterioration of the family system and social environment. These factors, in combination, have contributed to the test score decline for more than the past fifteen years. Efforts to end the decreases must address the curricular and school climate factors identified. (DWH)

ED 252 581 TM 850 058

Stevens, Floraline I.
The Effects of Testing on Teaching and Curriculum in a Large Urban School District.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ERIC-TM-86
PUB DATE- Dec 84
NOTE- 32p.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC/TME, Educational Testing Service, Princeton, NJ 08541 ($6.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Involvement; Criterion Referenced Tests; Curriculum Development; *Educational Testing; *Instructional Improvement; Teacher Motivation; Testing Programs; Test Results; *Test Use; Test Validity; Urban Schools
IDENTIFIERS- *Curriculum Alignment; Los Angeles County Schools CA

An urban school district affected by testing in the effective schools context is described in order to provide examples of the effects of testing on teaching and the curriculum. The report describes the method of operationalizing the effective schools research using test information. An important catalyst to improving the instructional program was the development of an accountability plan by the superintendent and its dissemination to all administrators and teachers within the school district. The goals of the program were to improve student achievement; improve the environment in which teaching and learning occur; and strengthen support from parents, the community at large, and community leaders for the program. The district utilized several new and tested strategies to precipitate positive change. The test results were part of the catalyst for change. The district has shown improvement in providing a quality education for all students through a strong instructional program manifested in higher test scores. (DWH)

ED 252 610 UD 023 856

Business/Community Programs in Support of Local Education.
San Diego Unified School District, Calif.
PUB DATE- Aug 83
NOTE- 27p.; Prepared for the California Roundtable Education Programs Catalog.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Budgeting; Career Guidance; *Cooperative Programs; Economics Education; Elementary Secondary Education; Health Programs; Internship Programs; Public Schools; *School Business Relationship; *School Community Relationship; School Districts; Tutorial Programs; Voter Registration; Work Experience Programs
IDENTIFIERS- Adopt a School; Property Management; *San Diego Unified School District CA

This is a guide to business and community programs in support of local education in San Diego, California. Contact information and descriptions are given for 21 programs, including adopt-a-school, health, counseling, economics education, basic skills tutorial, career awareness, work experience, and voter registration programs, a teacher internship program, a school district property management committee, and a budget planning advisory committee. (CMG)

ED 252 625 UD 024 005

Weinberg, Meyer
The Search for Quality Integrated Education: Policy and Research on Minority Students in School and College. Contributions to the Study of Education, Number 7.
REPORT NO.- ISBN-0-313-23714-X
PUB DATE- 83
NOTE- 354p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; American Indians; Black Students; Community Involvement; Court Litigation; *Economically Disadventaged; Educational Legislation; *Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; Hispanic Americans; Mexican Americans; *Minority Groups; Nature Nurture Controversy; Racial Discrimination; Racial Integration; Research Reports; School Desegregation; State of the Art Reviews
Research undertaken during the 1970s and early 1980s on the education of poor and minority children and young adults in higher education is evaluated in this book. First, an overview is provided of recent research on the development of education for the Mexican-American and Black communities and a framework is established for the education of minority children in terms of community and institutional support for the implementation of legal decisions. Next, the controversy over genetic determination of intelligence among racial groups is analyzed along with the resistance by all races to court-ordered desegregation. The question of whether all Black or predominantly Black schools have provided high quality education is reviewed and variations in per pupil expenditures among schools within the same district are examined. The relationship between desegregation and increased educational achievement, the transformation of simple desegregation into true integration, and the impact of minority public opinion on desegregation and busing are then considered. A special comparative study of Mexican-Americans and Native Americans with respect to ethnic character and assimilation is provided. In the last chapters, research on minority students in higher education is reviewed and some ideas about the future of equal education are offered. (RDN)

ED 252 434 SE 045 368

Cormier, Pierre A.; And Others
A General Model for Simple and Complex Addition.
PUB DATE- 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; *College Students; Educational Research; Higher Education; *Learning; *Mathematical Models; *Mathematics Education; *Mathematics Instruction; Speeches
IDENTIFIERS- *Mathematics Education Research

A sample of 24 subjects was presented with 800 addition problems to test a general model of simple and complex addition. According to this model, an addition problem is encoded and verified by column, with specific addition strategies determined by the size of the problem. Two hundred problems each of the following four types were presented: (1) two single-digit addends (type I); (2) one single- and one double-digit addend (type II); (3) two double-digit addends (type III); and (4) three single-digit addends (type IV). Multiple regression analyses applied to average reaction time data identified the specific strategies for each type of problem, with multiple r's ranging between .80 and .90, and supported a self-terminating strategy for complex problems. A discussion of the general model is offered.

ED 252 448 SO 016 082

Kronowitz, Ellen
Centering on Global Education (Israel).
PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Discovery Learning; Educational Objectives; Elementary Education; *Global Approach; *Interdisciplinary Approach; Learning Activities; *Learning Centers (Classroom); *Social Studies; Student Projects
IDENTIFIERS- *Israel

This unit uses a learning center approach to helping elementary students learn about Israel. Following a rationale for implementing an interdisciplinary approach to global education, the unit discusses methodology and management of the program, which consists of seven independent learning centers and one library research center through which children rotate. Teachers are also expected to present lessons on selected aspects of Israeli culture to structure the learning. After completing all activities students will be able to describe various aspects of modern Israeli culture, compare Israeli culture with their own, and compare and contrast Israeli children's values with their own. Skills emphasized include gathering, organizing, interpreting and analyzing data, using reference materials to test hypotheses, working cooperatively, and doing hands-on work such as cooking. Suggestions for activities to begin the program, such as a slide show of Jerusalem dolls, are given, as well as a detailed list of activities to include with the art, music and dance, math, language, games, cooking, and artifact centers. Ideas for an Israel festival and a student contract conclude the unit. (IS)

ED 252 477 SO 016 168

Zeidenstein, George
International Assistance in the Population Field: Roads Taken, Paths Ahead. Occasional Paper Series, Number 7, Volume II.
North Carolina Univ., Chapel Hill. Inst. of Nutrition.
PUB DATE- Oct 81
NOTE- 19p.; Paper presented at the Annual Thomas Robert Mathus Lecture (5th, Chapel Hill, NC, October 1981).
AVAILABLE FROM- Publications Dept., Institute of Nutrition, University of North Carolina, Chapel Hill, NC 27514 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Demography; Developed Nations; *Developing Nations; *Family Planning; Global Approach; International Organizations; Modernization; *Population Growth; Public Policy
IDENTIFIERS- *Foreign Aid; United States

American attitudes toward foreign aid for population control have changed dramatically since the period following World War II, when birth control assistance was considered too controversial for government funding. With growing national and international concern about population growth and poverty in the developing nations and through the efforts of private groups such as the Population Council, the government began to fund birth control programs in the 1960's. The focus on reducing birth rates in poor countries led to excessively optimistic hopes for such programs as well as sometimes simplistic arguments focusing on the relative cost of preventing pregnancy. Poor people were not always as eager to embrace population control as were development experts. A backlash against population control programs emerged at the Bucharest Conference in 1974 with the slogan, "Development is the best contraceptive." Two main tasks now face agencies involved in family planning. Americans must overcome the new attitude that both the United States and poorer countries would be better off if the U.S. provided less assistance. And if the U.S. does provide assistance, some difficult questions must be considered about how these resources can be applied so they go to those with the greatest need. (IS)

ED 252 522 SP 025 737

Clawson, Kenneth

Relationships between Area Per Capita Personal Income and Basic Skills Scores of Teacher Education Students.

PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 13-15, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Comparative Analysis; *Education Majors; English; Higher Education; *Low Income Groups; Mathematics; Preservice Teacher Education; Reading Comprehension; *Socioeconomic Status; *Test Results; Vocabulary
IDENTIFIERS- Kentucky

A study examined relationships among per capita personal income (and by inference, socioeconomic status) of various area development districts of Kentucky and student performance on basic skills tests. The students tested were admitted to the teacher education program at Eastern Kentucky University in 1983-84. The hypothesis tested was: There is no significant difference between the average per capita personal income and basic skills scores of teacher education students. Comparisons were made on scores of students from eight low income areas and scores of all teacher education candidates in the following tested areas: reading vocabulary, reading comprehension, mathematics, and English (grammar). No significant differences were found between the average per capita income and basic skills subscores of the students tested. It was concluded that adequately prepared teacher education candidates are attracted from all geographical areas. Score results are presented in tables, and the conclusions are analyzed. (JD)

ED 252 551 TM 840 810

Nerenz, Anne G.; Webb, Norman L.
Means of Instruction Variables. Comparative Study of Phase IV IGE Evaluation Project. Phase IV Project Paper, 80-8.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 80
NOTE- 133p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Curriculum Evaluation; Data Analysis; Elementary Education; Grade 2; Grade 5; Grouping (Instructional Purposes); *Individualized Instruction; *Instructional Materials; *Mathematics Instruction; Programed Instruction; *Reading Instruction; *Teacher Student Relationship; Time Factors (Learning); Time on Task
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This paper focuses on the Means of Instruction variables, and includes data from two sources: classroom observations (observed time) and teacher logs (allocated time). The Means of Instruction variables include: (1) group size (individual, small, and large); (2) instructional materials (paper/pencil, manipulations/games, printed materials, WDRSD, other text or curriculum series, teacher-made materials, and other materials); and (3) interactions (student to teacher and teacher to student). Tables present average numbers of hours and percentage of observed time for the Means of Instruction variables by grade for the three types of schools: IGE/WDRSD; (IGE/Non-WDRSD; and Non-IGE/WDRSD. (BS)

ED 252 596 TM 850 073

1984 TABS Final Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.21
PUB DATE- 84

NOTE- 56p.; Portions of attachments contain small print.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($2.60 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; *Minimum Competency Testing; School Districts; State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Austin Independent School District TX; *Texas Assessment of Basic Skills

This report presents Austin Independent School District 1984 test results on the Texas Assessment of Basics Skills (TABS). It was administered to all third, fifth and ninth grade students and to high school students not meeting ninth grade state-set mastery criteria, the minimum competency requirement for graduation. Results are presented as percentages of students demonstrating mastery of each objective. Exit-level results also include the percentage of students mastering each test section (mathematics, reading, and writing). Mastery levels are not set for grades 3 and 5, so the average percentage of students demonstrating mastery on each objective is used as an overall score for these grades. The results are presented in five attachments: (1) the Summary Reports for each grade, which also contain demographic data such as ethnicity and special program participation; (2) results by objectives, 1980-1984; (3) results of exit level mastery, by grade and year; (4) results by ethnicity and test area, 1980-1984; and (5) school comparisons, for 1984 by grade. (BS)

ED 252 506 SP 025 695

Anderson, Shirley
School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop (Charleston, West Virginia, June 7-9, 1982). AEL Occasional Paper 009.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
NOTE- 152p.; For individual papers, see SP 025 696-703.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Environment; Educational Games; Elementary Secondary Education; *Improvement Programs; Institutional Characteristics; Instructional Improvement; Long Range Planning; Program Development; Research Utilization; *School Effectiveness; *School Organization; Time on Task

Papers are presented which were generated by this workshop on school improvement. Both session and panel presentations are included on school effectiveness research, curriculum alignment for school improvement, a school climate improvement project, the McRel school improvement program, Pennsylvania's long-range planning for school improvement, an alternative school, and using research in an elementary school. Handouts to the session presentations are included. (JD)

ED 252 537 TM 840 713

Clavette, Don

Project CAPABLE: Foreign Languages. Monthly Reports, August 1979-May 1980 .

Madawaska School District, ME.

PUB DATE- 80
NOTE- 71p.; For related documents, see note to TM 840 700. Faint print in some figures.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; *French; Instructional Improvement; *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; *Second Language Instruction; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in foreign language classes, with an emphasis on French classes. One skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

ED 252 611 UD 023 920

Stroman, Carolyn A.
Mass Media Effects and Black Americans.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
Center for Minority Group Mental Health Programs.
PUB DATE- 84

NOTE- 8p.
GRANT- 5-R01-MH25551-07
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; Information Sources; *Mass Media Effects;
*Media Research; Racial Attitudes; Racial Relations; Role Models;
*Self Concept
IDENTIFIERS- Media Use

Black Americans' use of and belief in the credibility of the mass media is no less extensive than that of the general population. In fact, television and radio use by blacks exceeds that of whites and research shows the broadcast media to be particularly important sources of information for blacks on consumer and political affairs. But many writers feel that blacks, often either ignored altogether or portrayed negatively, are damaged by their treatment in the media and as viewers, readers, and listeners may learn negative self-concepts. They see this as being particularly true for black children--the nonpresentation of blacks, many say, is destructive to black children's self-concept because it denies the importance of their existence. Research on black children reveals that they are especially susceptible to the effects of television: they watch more of it, are more likely to believe in the "reality" of television, and are more likely than other children to say that they identify with and imitate television characters. Television has the potential to play a major role in their socialization. But presently the media must be criticized for their failure to affect the lives of blacks by continuously reporting on issues germane to the survival of blacks. A list of 45 citations referenced in the text of the article is attached, along with a bibliography of 122 items entitled "Blacks and the Mass Media: A Selected Bibliography," by Betty M. Culpepper. (KH)

ED 252 640 UD 024 029

Oversight of Food and Nutrition Service Programs: Food Stamps, Child Nutrition, and Commodity Distribution. Hearing before the Committee on Agriculture, Nutrition, and Forestry, United States Senate, Ninety-Eighth Congress, Second Session, April 25, 1984.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT NO.- S.-Hrg.-98-995
PUB DATE- 25 Apr 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Federal Aid; Federal Legislation; *Federal Programs; *Federal State Relationship; *Food; Government Role; Hearings; Lunch Programs; *Nutrition; Public Agencies; Public Policy
IDENTIFIERS- Commodity Distribution Program; Congress 98th; Food Stamp Program; Reagan Administration; Special Supplemen Food Program Women Infants Child

The Federal government's oversight of its food and nutrition programs is discussed in this transcript of a Senate hearing. Testimony is presented regarding food stamps, the school lunch program, problems of targeting the needy, the Special Supplemental Food Program for Women, Infants, and Children (WIC), commodity distribution, surplus dairy product distribution, and other topics. Among the witnesses who responded to questions from Senators were representatives of the Department of Agriculture and the General Accounting Office (GAO). An appendix contains statements from Senators Jesse Helms and Robert Dole, Mary C. Jarratt (Assistant Secretary for Food and Consumer Services), Brian P. Crowley (of the GAO), and a 1984 GAO report entitled "Improved Administration of Special Surplus Dairy Product Distribution Needed." (KH)

ED 252 404 SE 045 324

Biddulph, Fred; And Others
Floating and Sinking: Second Teacher Trials. Learning in Science Project (Primary). Working Paper No. 121.
Waikato Univ., Hamilton (New Zealand). Science Education Research Unit.
PUB DATE- Jun 34
NOTE- 44p.; For related document, see SE 045 303. For both versions of the teacher handbooks, see SE 045 319.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Foreign Countries; Instructional Material Evaluation; Learning Strategies; *Physics; Science Curriculum; Science Education; *Science Instruction; Science Projects; *Teaching Guides
IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research

Two booklets were developed by the Learning in Science Project (primary)--LISP(P)--to help teachers adopt an approach to science teaching which would enhance children's understanding of floating and sinking; the strategy enables teachers to reconceptualize their teaching task from activity-driven, didactic teaching to conceptual-change teaching. The first booklet was written for more confident teachers, using a less-structured approach, and the second for teachers who might prefer detailed guidance. The booklets were initially tested to determine problems in their use. A second set of trials was conducted to examine: if actual classroom practices matched intentions of the authors in the booklets; ways in which teachers modified and amplified materials in the booklets during their implementation of suggested strategies; and features of the approach which presented difficulties for teachers or students and which could be clarified or revised. This paper includes: case studies focusing on teachers' preparation and planning, teacher/student classroom experiences, and evaluation of the teaching/learning experiences; comments about the trials related to the three evaluation objectives; and a discussion of two major issues which arose during the trials. Results indicate that the booklets can be re-written to convey a teaching sequence and strategies within the capabilities of teachers, provided they are not intended to stand alone. (JN)

ED 252 419 SE 045 341

Andersen, Lorri

Facultative Lagoons. Instructor's Guide. Biological Treatment Process Control.

Linn-Benton Community Coll., Albany, Oreg.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.

PUB DATE- 84

NOTE- 23p.; For related documents, see SE 045 333-354.

GRANT- EPA-T901238

AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's Guide and accompanying slides).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

IDENTIFIERS- *Facultative Lagoons; Unit Processes

This instructor's guide contains materials needed to teach a two-lesson unit on the structure and components of facultative lagoons, the biological theory of their operation, and factors affecting their operation. Control testing recommendations, maintenance guidelines, and troubleshooting hints are also provided. These materials include: (1) an overview of the two lessons; (2) lesson plans; (3) lecture outline (keyed to a set of slides which accompany the unit); (4) student worksheet (with answers); and (5) two copies of a final quiz (with and without answers). The first lesson is a review of microbiology, components, and operational modes. The second lesson covers process control, maintenance, and troubleshooting. (JN)

ED 252 463 SO 016 121

Hollis, James G., Jr.; And Others

Geography of Maryland: An Instructional Unit for the Eighth Grade Social Studies Course "Maryland Studies."

Saint Mary's County Public Schools, Leonardtown, MD.
PUB DATE- 83
NOTE- 140p.; Contains several maps that may not reproduce clearly. For related documents, see SO 016 120-123.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Geography Instruction; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Skill Development; Skills; Social Studies; *State History; Units of Study
IDENTIFIERS- *Maryland

An eighth grade social studies unit on Maryland geography contains three sections of materials. In the first section, a two-column chart matches grade-level objectives related to Maryland history and geography to specific activities discussed in the second section. A content outline is divided into sections on Maryland as part of the United States and the world, geography of Maryland, bodies of water, counties and cities, climate, population, and resources and land use. The second section contains activities to implement this unit. Activities focus on maps, scrapbooks, bulletin boards, a collage, readings, guest speakers, puzzles, and projects. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section is a seven-entry bibliography. (LP)

Jones, Dianne

Russian Studies: Teaching American Elementary-Middle School Children about Russia.

PUB DATE- Oct 83

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Appreciation; Comparative Analysis; Cross Cultural Studies; *Cultural Education; Elementary Education; *Foreign Countries; Foreign Culture; Geography Instruction; Junior High Schools; Learning Activities; Middle Schools; Music Activities; Russian Literature; *Social Studies; Units of Study; World History

IDENTIFIERS- Russians; *Russian Studies; *USSR (Russia)

By distinguishing between the Soviet government and the Russian people in Soviet studies, teachers can assist students in forming positive but realistic attitudes about Russia. Geography, music, art, and literature offer a wealtn of information about Russia. A good starting point is a discussion of Russian children: the age at which they enter school, their membership in the "Young Octoberists," entertainment, living situations, and a look at Russian cities. A discussion of geography should include information about the Soviet Union's vast size, the Russian people's strong emotional ties to the soil, Russia's long history of protecting her borders from invaders, and the effects of Russia's severe climate on the people and culture. Music and art can be used to narrate the history of the Russian people. Folk and Cossack songs can be compared to American cowboy and slave songs. The lives and music of Tchaikovsky and Shostakovich communicate information about Tsarist Russia and the Soviet regime, respectively. Russian art, particularly church decorations, icons, and portraits, express the traditional values and lifestyles of the Russian people, as do fables, stories, and poems. (LP)

ED 252 566 TM 850 038

Bridges, Claude; Priest, Robert
Development of Values and Moral Judgments of West Point Cadets.
Final Report .
Military Academy, West Point, N.Y.
REPORT NO.- USMA-OIR-83-002
PUB DATE- Aug 83
NOTE- 69p.; Prepared at the Office of Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitude Measures; *Ethics; Higher Education; Longitudinal Studies; *Military Schools; *Moral Development; *Moral Values; Program Evaluation; *Student Attitudes; Test Results; Undergraduate Students; Value Judgment
IDENTIFIERS- Defining Issues Test; Importance Inventory; *Military Academy (West Point) NY; Rokeach Value Survey; Scott Value Scales

This final report describes the development of personal, social, and moral values, as well as the development of moral judgments of West Point cadets. The values of cadets at entrance and throughout their four years at the United States Military Academy were assessed. The basic research evaluated how cadets become socialized into the military profession. Three measures of values were used: the Rokeach Value Scales, the Scott Value Scales, and the Importance Inventory. The final assessment instrument, Rest Defining Issues Test, reflects the process of moral judgment. The results of the study identified some values which are characteristically strong and persistent throughout the four years, some which are characteristically given very low priority, some which cadets held strongly at entrance but which were eroded, and others which increased in importance. The highlights and main findings from the different value instruments are summarized. Interpretations of the results, as well as conclusions and recommendations for future research, are presented. (DWH)

ED 252 582 TM 850 059

AISD Assessment Center: 1983-84 Interim Report for the First Six Assessment Centers.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.38

PUB DATE- Jan 84

NOTE- 20p.

AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 for postage).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Evaluation; Administrators; *Administrator Selection; Affirmative Action; *Assessment Centers (Personnel); Blacks; Elementary Secondary Education; Hispanic Americans; Leadership Qualities; Leadership Training; Minority Groups; *Program Evaluation

IDENTIFIERS- Austin Independent School District TX

Evaluation findings concerning six Austin Independent School District (AISD) Assessment Centers are presented. The report describes the AISD assessment center, summarizes the evaluation findings, and provides conclusions and recommendations. The AISD assessment center is one of seven components which make up the District's Administrative Leadership program. The other components are early identification, recruitment, screening, development, selection and placement, and evaluation. Issues addressed in this interim report include: size of pool of unassessed applicants, ethnicity of assessment center participants, new appointments and promotions among assessment center participants available in the administrative candidate bank, and the relationship between assessment center scores and administrator perceiver scores. Results indicated the size of the pool of unassessed applicants continued to grow. The ethnic distribution of participants was in agreement with the goals of the Faculty/Staff Recruitment Plan. Assessment center participants' success rate was high. More high scoring candidates were appointed, or promoted, than low scoring. A few low scoring assessment center participants were appointed, or promoted, to new administrative positions. A low correlation was found between assessment center scores and administrator perceiver scores. (DWH)

ED 252 626 UD 024 007

The Use of Public Services by Undocumented Aliens in Texas.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

SPONS. AGENCY- Lyndon Baines Johnson Foundation, Austin, Tex.; Texas Governor's Office of Budget and Planning, Austin.

PUB DATE- 84

NOTE- 287p.

CONTRACT- IAC-82-83-1554-GBPO

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cost Estimates; Elementary Secondary Education; Health Services; Hispanic Americans; *Local Government; Public Agencies; Social Services; *State Government; *Taxes; *Undocumented Immigrants; Use Studies

IDENTIFIERS- Criminal Justice; Government Spending; *Public Services; *Texas

This document presents the report of a study designed to compare the cost of providing public services to undocumented persons in Texas with the revenue received from taxes and fees paid by the undocumented individuals. The study focuses on health, social services, education, and criminal justice, and makes comparisons at two levels: one covering the State of Texas, the other covering six urban areas (Austin, Dallas, Houston, San Antonio, El Paso, and the Rio Grande Valley). Major findings were the following: (1) there were significant differences between detained and undetained populations in terms of demographic characteristics and service usage; (2) overall, tax revenues from undocumented immigrants clearly exceeded costs of providing public services to them; (3) local governments bore the brunt of the cost burden while the State received the bulk of the revenues; (4) education was the most costly service at both the State and the local level; (5) health services were among the most frequently used services, but most undocumented immigrants paid for these health services; and (6) there was little use of social services such as food stamps and Aid for Dependent Children. Following the narrative, nine appendices (which make up almost two-thirds of the document) provide amplifications and documentation of the material in the body of the study. The document contains over 100 statistical tables. (CMG)

ED 252 435 SO 015 830

Arms Control and National Security: An Introduction. Advance Edition.
Arms Control Association, Washington, DC.
PUB DATE- Jan 84
NOTE- 29p.; Photographs and cartoons may not reproduce clearly.
AVAILABLE FROM- The Arms Control Association, 11 Dupont Circle, N.W., Suite 900, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Controversial Issues (Course Content); *Disarmament; High Schools; International Relations; National Defense; *National Security; Negotiation Agreements; *Nuclear Warfare; Peace; United States History; World Problems
IDENTIFIERS- Brodie (Bernard); Kahn (Herman); *Nuclear Weapons; Strategic Arms Limitation Talks; United States; USSR

Suitable for use with high school students, this booklet on arms control and national security provides background information, describes basic concepts, reviews recent history, and offers suggestions for further reading. The first section, on American attitudes toward national security and arms control, defines five types of limits on weapons systems, presenting examples of each. The second section, "U.S.-Soviet Strategic Competition," traces American attitudes toward the USSR and the use of nuclear weapons from the Truman Administration (1945-1952) to the Reagan Administration. Graphs depicting strategic arsenals of the superpowers and weapons and capabilities of the USSR and the United States are provided. A debate between students of two influential nuclear war theorists--Bernard Brodie and Herman Kahn--provides students with a look at key ideas of the two theorists. A third section focuses on the correlation of major world events and the strategic competition between the United States and the USSR. A fourth section discussing negotiations between the USSR and the United States focuses on the Strategic Arms Limitation Talks (SALT) and the more recent Strategic Arms Reduction Talks (START). The effects of nuclear weapons, the dangers of nuclear testing, chemical and biological weapons, nonproliferation, and theater nuclear weapons are the topics of the final section. A list of related readings and a glossary of arms control terms conclude the booklet. (LH)

McGowan, Thomas M.; Godwin, Charles M.
"Wee Folk" and Citizenship Education: A Rationale.
PUB DATE- Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984). For related learning activities, see SO 016 084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizenship Education; Cognitive Processes; Course Content; *Curriculum Development; Decision Making; Educational Needs; *Experiential Learning; Literacy; Primary Education; Problem Solving; Program Effectiveness; Research Skills; Skill Development; *Social Studies

Features of an effective citizenship program for primary grade children are discussed. The primary school years are an ideal time to nurture the basic skills and values so important for constructive social decision making. The principal feature of an effective citizenship learning program for young children is an activist, child-centered instructional environment that permits children to investigate and generate rather than to listen and regurgitate. A second necessary feature for an effective program is the selection of content that is relatively familiar to young students. Youngsters should encounter situations that are recognizable and understandable; but at the same time they should not be totally comfortable in these situations. A third feature of an effective citizenship program is a strong emphasis on skills development; research, literacy, interpersonal, problem-solving, and process and thinking skills should be taught. With the development of effective citizenship programs, the social studies community will contribute tremendously to the effort to provide the nation with the generation of informed social decision makers needed in the decades ahead. (RM)

ED 252 478   SO 016 169

Duvall, Charles R.; Rueff, Joseph A.
Guide to Free and Inexpensive Economic Education Materials. Revised (1984) Edition.
Indiana Council for Economic Education.
PUB DATE- 84
NOTE- 42p.; For 1983 edition, see ED 231 711.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business; Consumer Education; *Economics Education; Elementary Secondary Education; Instructional Material Evaluation; *Instructional Materials; *Resource Materials; School Business Relationship
IDENTIFIERS- *Free Materials

A selected, annotated bibliography provides information to help teachers obtain curriculum materials for economic education at the elementary and secondary levels. An introduction describes the background of the publication, selection criteria for materials cited, additional sources of information, directions for obtaining materials, hints for choosing and using free materials, and a guide to the classification of materials. Materials are listed alphabetically by publishing firm or organization. Each citation contains the following information: firm name and address, document title, a brief overview of document content, key economic concepts covered in the document (as described in the Joint Council on Economic Education publication, "A Framework for Teaching Economics"), an evaluation, and the educational level. Materials from over 50 firms are included. Although publication dates of materials are not provided, the introduction to the bibliography states that they are the most current sources available. Three appendices cross-reference material by firm, key concepts, and suitability for elementary or secondary education. (LP)

ED 252 523 SP 025 738

Sistrunk, Walter E.; Thomson, James R., Jr.

The Behaviors of Supervising Teachers as Self-Perceived and as Perceived by Student Teachers.

PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Cooperating Teachers; Higher Education; *Leadership Styles; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Teachers; *Supervisory Methods; Teacher Behavior; Teacher Student Relationship

Perceptions of supervising and student teachers of certain supervisory behaviors were investigated. The Supervising Teacher Behavior Description Questionnaire (STBDQ) was developed to obtain data about perceptions of supervision as: pleasant/unpleasant, satisfying/dissatisfying, and motivating/nonmotivating. The STBDQ was correlated with the California F Scale to determine if there were significant differences in the preferences of 266 supervising and student teachers for directive, collaborative, or nondirective supervisory behaviors and the relationship of these preferences to the California F Scale score. Comparisons were also made between responses from elementary and secondary school supervising teachers. An analysis of the findings indicated that preferences for the directive dimension of the STBDQ were relatively unrelated to levels of authoritarianism as measured by the California F Scale. This conclusion appears to suggest that authoritarianism is relatively unrelated to preferences for, or perceptions of, supervisory direction as measured by these instruments. Statistical tables present data obtained from both instruments and comparative relationships of scores. (JD)

ED 252 641 UD 024 030

Seeley, David
Home-School-Community Partnership as an Educational Reform Strategy.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Apr 83
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Cooperative Planning; Early Childhood Education; *Educational Change; Elementary Secondary Education; *Family School Relationship; Government Role; Literature Reviews; Participative Decision Making; Private Agencies; *School Community Relationship; School Districts; Social Networks
IDENTIFIERS- Conceptual Frameworks; *Educational Partnerships

Educational partnership situations where home, school, and community collaborate to produce educational achievement, with shared initiative and responsibilities, are the subject of this report. The origins and evolution of educational partnerships and their relation to other types of participation are outlined. Partnership is then discussed as an action strategy--how it permits broad participation, bridges divergent interests, taps current interest in academic achievement, responds to fiscal constraints, and links with new interest in family and community. Next, partnership is viewed as a conceptual framework--for explaining past failures, providing a map for action, dealing with the ideological challenge to public education, and developing new policies. After this discussion, partnership's relation to the following reform strategies is detailed: school-based planning, outcome-based learning, school effectiveness, community education and community schools, decentralization, and participation in collective bargaining. Then partnership in action is considered with descriptions of its role in early childhood education, its relation to the changing rhetoric of educational reform, local school system partnership actions, rural programs, State support for partnership, Federal action, and support for partnership action by intermediary organizations and networks and coalitions. A comprehensive view of related research is provided next. In conclusion, possible partnership interventions are outlined, national partnership networks and intervention in the form of research and policy analysis being considered in the most detail. (RDN)

ED 252 420 SE 045 342

Andersen, Lorri
Facultative Lagoons. Student Manual. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 84
NOTE- 58p.; For related documents, see SE 045 333-354.
GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Facultative Lagoons; Unit Processes

The textual material for a unit on facultative lagoons is presented in this student manual. Topic areas discussed include: (1) loading; (2) microbial theory; (3) structure and design; (4) process control; (5) lagoon start-up; (6) data handling and analysis; (7) lagoon maintenance (considering visual observations, pond structure, safety, odor, recordkeeping, and preventative maintenance); and (8) lagoon troubleshooting (considering causes and solutions to such problems as high loading, decreasing trend in pH, effluent high in biological oxidation demand, insects, and odor problems). A list of unit objectives, a glossary of key terms, a short list of references, and student worksheet are included. (JN)

ED 252 507 SP 025 696

Everson, Susan T.
School Effectiveness: Overview of the Research.
PUB DATE- Jan 83
NOTE- 12p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p3-13. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Research; Classroom Techniques; *Educational Environment; Educational Quality; Elementary Secondary Education; *Institutional Characteristics; *School Effectiveness; School Organization; Student Evaluation; Teacher Effectiveness; Test Validity; *Time Management; Time on Task

An overview is presented of school effectiveness research which has identified characteristics of academically successful schools. The research reviewed has reexamined such things as the way educators manage time, assign students, define curriculum, determine class size, organize schools, and assess achievement. This report focuses upon three critical areas in the school function: teaching, curriculum and assessment, and building level or school level management. In considering effective teaching, emphasis is placed upon the teacher's management of academic learning time and diagnosing student learning problems and meeting instructional needs. The second element of schooling considered is the relationship of testing to the curriculum. The third element examined is the relationship between building level management and school effectiveness. The findings of research studies on school climate, leadership quality, teacher expectation, school monitoring systems, and consensus on academic goals in schools are discussed. (JD)

ED 252 538   TM 840 718

Shea, Harry
Project CAPABLE: Mathematics. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.
PUB DATE- 80
NOTE- 60p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Grouping (Instructional Purposes); Instructional Improvement; *Learning Strategies; *Mathematics Instruction; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; Secondary School Mathematics; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in mathematics classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 252 552 TM 840 811

Webb, Norman L.; Nerenz, Anne G.
Mathematics Achievement, Comparative Study Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-9.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80

NOTE- 187p.; For related documents, see TM 840 804-812 and TM 850 019.
GRANT- OB-NIE-G-78-0217; OB-NIE-G-80-0117
AVAILABLE FROM- definitions of and descriptive data on the variables used
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Curriculum Evaluation; Elementary Education; Grade 2; Grade 5; *Individualized Instruction; *Mathematics Achievement; Programed Instruction; Quantitative Tests; Test Construction; *Test Results
IDENTIFIERS- Developing Mathematical Processes; *Individually Guided Education

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This paper focuses on a single variable: mathematics achievement. It reports data by schools and by school type and curriculum group for the eight achievement monitoring test administrations and the three domain-referenced test administrations. The achievement monitoring test results are reported by the general objectives tested (seven for grade 2, nine for grade 5). The domain referenced test results are reported by the three basic objectives and include domain and item difficulty. Appendixes, the bulk of the document, include the test forms administered during the Comparative Study, Phase IV. (BS)

ED 252 567 TM 850 039

Priest, Robert; Bridges, Claude
Evaluating Moral Value Development among U.S. Military Academy Cadets.

PUB DATE- 7 Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Military Testing Association (26th, Munich, Germany, November 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Attitude Measures; Higher Education; Longitudinal Studies; Military Personnel; *Military Schools; Moral Development; *Moral Values; Program Evaluation; Rating Scales; *Student Attitudes; Test Results
IDENTIFIERS- *Military Academy (West Point) NY; *Rokeach Value Survey

U.S. military service academies hope to develop high standards of moral value among cadets. Tests of "values" are difficult to construct and utilize properly. This paper discusses the strengths and limitations of the Rokeach Value Scales, which have been widely used to measure civilian adult and student values in the U.S., Australia, and elsewhere. Data come from a longitudinal study of 68 West Point cadets who were tested at entrance, after two months of initial summer training, after two years and at graduation. The results showed that cadets enter with values which are different from students entering civilian colleges, and that over time, cadet value priorities become more similar to officer values and less similar to those of civilian groups. Although the Rokeach Value Scales may not provide sufficient detail for some formative evaluations, they appear to be valid in measuring the unique qualities of the military ethos. (Author)

ED 252 597 TM 850 074

Bejar, Isaac I.
Brain Lateralization Research: Educational and Psychometric Implications.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- College Entrance Examination Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-35
PUB DATE- Oct 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Tests; Cerebral Dominance; Cognitive Processes; College Entrance Examinations; Curriculum Development; *Individual Differences; Predictive Measurement; Psychometrics; Research Needs; Sex Differences; Spatial Ability; Verbal Ability
IDENTIFIERS- *Brain Research; Scholastic Aptitude Test

The purpose of this report is to distill curricular and testing implications of brain research. The report will focus on three topics. One topic is the possibility that brain lateralization--that is, the degree to which the two brain hemispheres specialize in different types of information processing--is an individual differences variable that should be measured, just as we measure individual differences in verbal and mathematical aptitudes. Second, since one of the better-established findings is that verbal and spatial abilities tend to reside in different hemispheres, the possibility of incorporating spatial ability into admissions testing is explored. Third, the calls for curricular reform based on brain research are examined. (Author)

ED 252 612 UD 023 985

Passow, A. Harry
Uniformity and Diversity: Curricular and Instructional Issues.
Columbia Univ., New York, N.Y. Teachers College.
PUB DATE- Dec 84
NOTE- 21p.; Paper prepared for presentation at the International Jerusalem Convention on Education--"Uniformity vs. Diversity: Two Challenges to Education" (1st, The Hebrew University, Jerusalem, Israel, December 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Differences; Educational Objectives; Educational Opportunities; Educational Policy; *Educational Principles; Elementary Secondary Education; Equal Education; Foreign Countries; *Public Education; Student Needs
IDENTIFIERS- *Educational Diversity; *Educational Uniformity; Paideia Proposal; Study of Schooling (A)

This paper presents a broad overview of the concepts of uniformity and diversity as issues in the development of public education systems in industrialized nations. First, the historical emergence of these issues is discussed. Various approaches to the two issues since the 19th century are summarized and reviewed, and efforts to develop appropriate curricula are highlighted. Next, several contemporary views are analyzed, including those of Adler's "Paideia Proposal" and Goodlad's "A Study of Schooling." Finally, educational systems and curricula currently in place in Israel, the Federal Republic of Germany, Sweden, and the United States are discussed and used as the basis of a more general analysis of the two key terms. (KH)

ED 252 464 SO 016 122

Lineback, Harvey L.; And Others
History of Maryland: An Instructional Unit for the Eighth Grade Social Studies Course "Maryland Studies."
Saint Mary's County Public Schools, Leonardtown, MD.
PUB DATE- 83
NOTE- 183p.; Some maps and pages containing small print may not reproduce clearly. For related documents, see SO 016 120-123.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Skill Development; Skills; Social Studies; *State History; United States History; Units of Study
IDENTIFIERS- *Maryland

An eighth grade social studies unit on Maryland studies contains three sections of material. In the first section, a two-column chart matches grade-level objectives to specific activities presented in the next section. A content outline is divided into sections of presettlement history, the early and late colonial periods, pre-Civil War development, Maryland in the Civil War, the post-Civil War period, and Maryland in the 20th century. The second section contains activities that focus on reading, discussion, guest speakers, field trips, audio-visual presentations, role plays, and individual and group projects. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section contains a 14-page bibliography. Appendices complete the unit. (LP)

ED 252 493 SO 016 210

Loring, Katherine, Ed.; And Others
Feminist Pedagogy and the Learning Climate. Proceedings of the Annual GLCA Women's Studies Conference (9th, November 4-6, 1983).
Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.
PUB DATE- 84
NOTE- 129p.; For proceedings of earlier conferences, see SO 016 113-117.
AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Black Studies; Crime; Educational Change; Females; *Feminism; Higher Education; Marriage; Nontraditional Students; Scholarship; Science Instruction; Sex Bias; Sex Differences; Sex Fairness; Teaching Methods; *Womens Education; *Womens Studies
IDENTIFIERS- Women in Literature

Keynote addresses and 13 selected conference papers are presented in these conference proceedings. The first keynote address, "Rethinking the Ways We Teach" (Barrie Thorne) is followed by "Black Studies/Women's Studies: Points of Convergence" (Johnella E. Butler), "Seeking Feminist Transformation of the Sciences and the Teaching of Science" (Kathryn Edwards), and "The Learning Climate and the Non-Traditional Student" (Sue Gordon-McCord). The next two papers, "The Best Feminist Criticism is a 'New' Criticism" (Geraldine Ruthchild) and "The Social Determination of Science: Some Implications for Women's Studies" (Stanley Bernstein) further examine feminist teaching methodologies. Papers related to the rethinking of social structures include "Bem's Gender Schema Theory" (Janet Hyde), "In Search of Excellence in Academic Libraries, or, Challenging the Henhouse Model" (Laverna Saunders), "Levels of Female Criminal Activity as a Correlate of Female Societal Power" (Yvonne Williams), and "A Comparison of the Movements Toward Equality in Yugoslavia and England" (Ellen Weisman). Papers in a section on life stories include "How Women and Men Write About Themselves (Less Differently Than You Might Expect)" (Catherine Lamb) and "Finding One's Way Through the Labyrinth: A Symposium on Women's Lives" (Penny Jameson, Linnea Brandwein Vacca, and Ann Kimble Loux). Finally, papers presenting an historical and literary perspective on marriage are "Ibsen's 'A Doll's House': A Directorial Perspective on Performing Nora" (Dwight Watson), "Response" (Carolyn J. Lancet), and "Marital Metaphors in the Judeo-Christian Tradition: A Feminist Critique" (Thomas E. Ludwig and Jane R. Dickie). A schedule of conference events concludes the document. (LH)

ED 252 583 TM 850 060

AISD Local/State Bilingual Program, 1983-84. Final Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.64
PUB DATE- 84
NOTE- 17p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Bilingual Education Programs; Bilingual Teachers; Elementary Secondary Education; *Hispanic Americans; *Limited English Speaking; Program Evaluation; State Legislation; Student Promotion; Teacher Recruitment
IDENTIFIERS- *Austin Independent School District TX; Education Consolidation Improvement Act Chapter 1

This final report summarizes the major Local/State Bilingual Program evaluation findings for the Austin Independent School District around four topics: (1) academic achievement; (2) the new kindergarten and first-grade Limited English Proficiency (LEP) exit criteria; (3) bilingual teacher recruitment; and (4) what can be learned from this year's evaluation. The overall pattern of Hispanic LEP pupil achievement was up from last year's levels in reading, language and mathematics computation, but still dramatically below their English-monolingual peers. Vietnamese LEP students' performance was progressing toward or exceeding the national norm. Lowest LEP student achievement gains were in reading. Except for students at Allison and Becker in the Schoolwide Project (low pupil-to-teacher ratios), Chapter 1 programs showed no achievement benefits for LEP students. The District's new exit criteria for kindergarteners and first graders helped stabilize the previous "entry-exit-reentry" problem. Bilingually-endorsed teacher recruitment has been quite successful, but many more teachers will have to be recruited if the state does not agree to letting English as a Second Language-endorsed teachers serve English-dominant and balanced-bilingual LEP students. (BS)

ED 252 405 SE 045 325

Hawe, Eleanor

Pupils' Views about Spiders. Learning in Science Project (Primary). Working Paper No. 123

Waikato Univ., Hamilton. (New Zealand). Science Education Research Unit.

PUB DATE- Apr 84

NOTE- 24p.; For related document, see SE 045 303. For both versions of the teacher handbooks, see SE 045 319.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Animals; Comprehension; *Concept Formation; *Curriculum Development; Elementary Education; *Elementary School Science; *Entomology; Foreign Countries; Learning Strategies; Science Curriculum; Science Education; *Science Instruction; Science Projects

IDENTIFIERS- *Learning in Science Project (Primary); *New Zealand; Science Education Research; Spiders

The Learning in Science Project (Primary)--LISP(P)--investigated the ideas and interests about spiders held by 8- to 10-year-old children. Data included 303 questions--and answers to some of the questions--about spiders obtained from children in four classes and from responses obtained during individual interviews with 10 children from each age level. The interviews consisted of two parts, an "interview-about-instances" (IAI) format to determine the ability of children to identify spiders and an interview to determine children's ideas about several aspects of the features and function of spiders. Responses are presented, analyzed, and discussed in separate sections representing areas considered to be of interest to teachers. They are: spider identification; spider activities; spider webs; spider habitats and retreats; food; poison; keeping a spider in school; and reaction to spiders. Other areas addressed include children's meanings for and ambiguities about words, use of analogy by students, and their sources of information about spiders. Findings indicate that spiders are an interesting and suitable topic for this age group, and that teachers can use children's ideas as a starting point to help them move closer toward the scientist's view of spiders. IAI cards and interview questions are included in appendices.) (JN)

ED 252 436 SO 015 994

Lewis, Richard
Imaging Ideas. A Select List of Films & Videotapes Produced with Funds from State Humanities Councils.
National Federation of State Humanities Councils, Minneapolis, MN.
PUB DATE- Jan 84
NOTE- 66p.; Photographs may not reproduce clearly.
AVAILABLE FROM- National Federation of State Humanities Councils, 12 So. 6th St., #527, Minneapolis, MN 55402 (Order no. 1-84, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Studies; Annotated Bibliographies; Biographies; Employment; Ethnic Groups; Females; *Films; *Humanities; Immigrants; Resource Materials; Rural Areas; Sex Role; Social Problems; *Videotape Recordings
IDENTIFIERS- Heroes; United States (West)

Films and videotapes treating some aspect of American culture and society, which were developed with funds from the state humanities societies, are described. The purpose of the catalog is to provide a qualitative critique of the listed films and videotapes that can clarify how each film's orientation or, in some cases, limitation in the treatment of the subject may call for supplemental presentation of ideas and information. The materials included were chosen through a nomination process in which all states were asked to nominate one film or videotape for the catalog. Items to be included in the catalog were chosen by a panel of six individuals, representing professional backgrounds in the humanities, experience in film and video production, and work on state humanities councils. Thematic categories of the films include American biography, the American West, American life, immigration and ethnic cultures, the populist hero, public issues, rural America, women's experience, and work and society. Information provided for each entry includes description of content, production quality, treatment of subject, potential program use, and availability information. (RM)

ED 252 450 SO 016 084

McGowan, Thomas M.; Godwin, Charles M.

"Wee Folk" and Citizenship Education: Active Learning Experiences for Primary Children That Promote the Tools of Social Decision-Making.

PUB DATE- Nov 84

NOTE- 39p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984). For related document, see SO 016 084. Document is printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Decision Making Skills; *Experiential Learning; Learning Activities; Primary Education; Simulation; *Social Studies; Units of Study

IDENTIFIERS- Freedom; Rule Learning

Lessons and learning activities to teach children in the primary grades about citizenship responsibility and social decision making are provided. Active learning is emphasized. Section I contains five lessons, for use in kindergarten and grade 1, that deal with the themes of freedom and responsibility. The activities focus on home life and the classroom. Students select team captains, make up rules, learn about service workers in the school and select tasks appropriate for a classroom helper in their own classroom, learn about sharing and taking turns, and are acquainted with property rights. The five lessons in the second section are intended for students in grades 2 and 3 and deal with rules and civic responsibility. The activities focus on the neighborhood and community. Students study about traffic rules and signs, the reasons for laws, and the responsibility of citizens to improve public property in their community. Teaching methods vary and include guest speakers, field trips, role play, oral presentation, small group work, classroom discussion, and surveys. The guide also contains additional ideas for activities that can be adapted for use in several grades. (RM)

ED 252 508 SP 025 697

Scott, Roger

Curriculum Alignment as a Model for School Improvement.

PUB DATE- Jan 83
NOTE- 21p.; In: Anderson, Shirley, Ed. School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop. p15-27. For the complete proceedings, see SP 025 695.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Planning; *Curriculum Design; *Educational Objectives; Elementary Secondary Education; *Instructional Improvement; *Learning Strategies; Program Evaluation; Student Evaluation; Teaching Methods; Test Validity
IDENTIFIERS- *Curriculum Alignment

The concept of "curriculum alignment" is based on the principle that, if instructional accomplishments are to be reliably obtained, three things must line up: instructional objectives, testing systems, and classroom instruction. The task of aligning a curriculum is described as requiring four attitudinal apprcaches: (1) Teachers and administrators need to know what it is that they are esponsible for teaching; (2) Teachers need to make decisions about time, materials, and teaching strategies appropriate for helping students learn the skills that are specified in the objectives; (3) Teachers should monitor the progress that they are making on implementing the plan; and (4) Teachers and administrators must assess the results of the school year, identify strengths and weaknesses, and incorporate the assessment into planning for the next year. A teachers' guide to curriculum alignment is appended. (JD)

ED 252 524 SP 025 742

State Actions: Career Ladders and Other Incentive Plans for School Teachers and Administrators.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Aug 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Differentiated Staffs; Elementary Secondary Education; *Incentives; Master Teachers; Merit Pay; *Professional Recognition; *State Action; State Legislation; Teacher Evaluation; Teacher Salaries; *Teaching (Occupation)

State educational reform plans during the last year have often included incentive programs for teachers and school administrators. A variety of terms are associated with the various plans--career ladders, differentiated staffing, pay for performance, and master teacher programs. Rewards may be based on outstanding performance in the classroom, extra duties, or extended contracts. They may take the form of bonuses, released time to attend meetings, sabbatical leaves,and grants for in-school projects. In many cases, the rewards involve movement up a career ladder with differentiated pay, status, and responsibilities. Some related issues and questions have been raised: (1) Do the programs involve statewide criteria or are they developed locally? (2) Who is included in the programs? (3) Are the programs tied to certification? (4) Are teachers required to perform extra duties for extra pay, to work extended contracts for extra pay, or receive extra pay for outstanding performance in the classroom or on the part of their students? and (5) What are the evaluation methods and evaluation criteria for the programs? Brief summaries are presented of actions initiated or in progress in 41 states, along with the names of some state contact persons. (JD)

ED 252 539 TM 840 719

Labrie, Claire
Project CAPABLE: Physical Science. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.
PUB DATE- 80
NOTE- 104p.; For related documents, see note to TM 840 700.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Processes; Comprehension; *Content Area Reading; Directed Reading Activity; Evaluation Methods; Grouping (Instructional Purposes); Instructional Improvement; *Learning Strategies; Motivation Techniques; *Physical Sciences; Program Evaluation; Reading Instruction; Reading Skills; *Science Instruction; Secondary Education; Secondary School Science; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The [illegible] the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in physical science classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 252 598 TM 850 075

Langham-Johnson, S.
Characteristics of Mental Imagery Workspaces in Young Adults.

PUB DATE- 11 Nov 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American International Imagery Association (8th, New York, NY, November 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Higher Education; *Individual Differences; Mathematics Instruction; Questionnaires; Sex Differences; *Visualization
IDENTIFIERS- Mental Imagery

This quantitative study of imagery in 96 undergraduates addresses the problem of individual differences in the characteristics of mental imagery workspaces. A 20-item questionnaire embodying nine characteristics of mental imagery workspaces was administered to 78 females and 18 males. Analysis of variance by gender disclosed significant higher frequency of mental imagery workspaces reported by males than by females. Characteristics of imagery reported by subjects include presence or absence of mental imagery, color, black and white, movement, images of numerals, ability to control the onset and erasure of the mental imagery workspace and use of imagery to do mathematics. The main finding is that there are statistically significant differences among individuals in the characteristics of their mental imagery. This finding may be important in guiding psychotherapists to determine the capabilities and limitations of the client's imagery workspace prior to using mental imagery as a therapeutic technique. Over 10 percent of the subjects reported using mental imagery of tables or charts that had appeared in their math texts to do mathematical operations, suggesting the importance of including such visual aids in math texts, workbooks and classrooms. (Author/BS)

Behr, George; Bachelor, Barry
Identifying Effective Schools: A Case Study Involving Black Racially Isolated Minority Schools and Instructional Accomplishment Information Systems.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-72
PUB DATE- 20 Jul 81
NOTE- 20p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; Case Studies; Elementary Schools; Evaluation Methods; *Measurement Techniques; *Research Methodology; *School Effectiveness
IDENTIFIERS- *Instructional Accomplishment Information Systems; Los Angeles Unified School District CA; *Racially Isolated Schools

This study outlines and demonstrates a methodology for identifying effective schools using a random sample of student data generated by the operation of a school district's Instructional Accomplishment Information (IAI) system. (IAI systems are designed to provide school districts with information for reviewing and planning their instructional programs at the class, school, and district levels.) This study outlines and demonstrates a methodology for identifying effective schools using a random sample of student data generated by the operation of a school district's IAI system. The particular context chosen for demonstration is that of Racially Isolated Minority Schools (RIMS) in the Los Angeles Unified School District. The study shows that there are substantial instructional accomplishments in black RIM schools but that these accomplishments are not uniformly spread across the schools. That is, some of the black RIM schools are more effective than others and this study identifies the effective subset. Following the narrative, an appendix discusses technical considerations in using a 5 percent random sample of student records in identifying effective schools. (Author/KH)

ED 252 479 SO 016 171

Parker, Franklin
Mainland China's Schools: Bibliographies and Indexes (Annotated).
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education;
*Educational History; Educational Policy; *Educational Trends;
Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *China

A total of 84 publications which contain information related to education in the People's Republic of China are presented in this annotated bibliography. With few exceptions publication dates range from the 1950's to the present; a small selection of earlier materials printed in the 1920's and 1930's is also included. Listed alphabetically by author or sponsoring institution, citations include author, title, publication date and location, and a brief description of covered topics. Materials range from publication catalogs of Chinese academic institutions to bibliographies about Chinese education and accounts of Chinese history which include coverage of education. (LP)

ED 252 613 UD 023 987

Lipsitz, Joan; And Others
Discipline and Young Adolescents. Issues in Middle-Grade Education, Research & Resources, Summer 1984.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 6p.
GRANT- NIE-G-84-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Adolescents; Behavior Problems; *Discipline Policy; *Discipline Problems; *Educational Environment; *Junior High Schools; Literature Reviews; Middle Schools; Punishment; Resource Materials; *Student Needs

Recent research on questions relating to discipline and students at the middle-grade level offers new ideas on student needs, school environments, and disciplining techniques. A review of the literature yields the following related points: (1) while the early adolescent years are particularly vulnerable to disruption, schools can create cooperative environments in which adults and students live, work, and learn together in harmony; (2) schools that are successful in providing a healthy climate recognize and provide for the rapidity and irregularity of early adolescent change; (3) discipline in itself is not a goal; rather, it is achieved via several academic, organizational, and interpersonal goals; (4) this indirect, holistic approach to school discipline yields better behavior than direct discipline (which involves adults imposing penalties on students to encourage their conformity with school norms); (5) frequent punishment is an ineffective means of achieving good discipline, and corporal punishment is both ineffective and counterproductive; and (6) one significant study suggested that, although school order must be maintained, schools should not try to eliminate all discipline problems as student misbehavior can represent a healthy response to real problems within the educational system. Following the narrative, a list of resources for middle-grade teachers and school administrators is provided. (KH)

ED 252 421　　　　SE 045 343

Andersen, Lorri
Aerated Lagoons. Instructor's Guide. Biological Treatment Process Control.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 84
NOTE- 21p.; For related documents, see SE 045 333-354. Unit should be used in conjunction with the facultative lagoon unit (SE 045 341-342).

GRANT- EPA-T901238
AVAILABLE FROM- Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 (Instructor's Guide and accompanying slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Laboratory Procedures; Microbiology; Post Secondary Education; *Sludge; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Aerated Lagoons; Unit Processes

This unit (which consists of a single lesson) describes the structural and operationally unique features of aerated lagoons. In addition, special troubleshooting and maintenance problems are discussed. The instructor's guide for the unit includes: (1) an overview of the lesson; (2) lesson plan; (3) lecture outline (keyed to a set of slides used with the unit); (4) student worksheet (with answers); and (5) two copies of a final quiz (with and without answers). This unit is heavily dependent upon information presented in the facultative lagoon unit and it is recommended that both units be presented as a set. If it is necessary to present only aerated lagoons, material from the facultative lagoon unit should be referenced and students encouraged to read it ahead of time. (JN)

ED 252 465 SO 016 123

Lewis, Wanda B.; Stamm, Michael J.

Maryland State and Local Governments: An Instructional Unit for the Eighth Grade Social Studies Course "Maryland Studies."

Saint Mary's County Public Schools, Leonardtown, MD.
PUB DATE- 83
NOTE- 76p.; For related documents, see SO 016 120-122.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Government (Administrative Body); Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Local Government; Skill Development; Skills; *Social Studies; *State Government; Units of Study
IDENTIFIERS- *Maryland

An eighth grade social studies unit on Maryland state and local governments contains three sections. In the first section, a two-column chart matches grade level objectives related to Maryland governments to specific activities discussed in the next section. A content outline is divided into sections on introductory materials, including vocabulary and constitutional background, state government, local government, and problems and issues. Section 2 contains activities to implement the unit. Examples of activities are crossword puzzles, worksheets, group projects, readings, and simulations. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section is a five-entry bibliography. (LP)

ED 252 553 TM 840 812

Nerenz, Anne G.

Reading Skills Achievement over Eight Administrations of the Achievement Monitoring Tests--Grades 2 and 5. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-10.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 232p.; For related documents, see TM 840 804-811 and TM 850 019. Several copyrighted index pages have been deleted from the appendixed reading inventories. Small print in figures 1-6.
GRANT- OB-NIE-G-78-0217; OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; *Curriculum Evaluation; Elementary Education; Grade 2; Grade 5; *Individualized Instruction; Programed Instruction; *Reading Achievement; Reading Instruction; Reading Tests; Test Construction; *Test Results
IDENTIFIERS- *Individually Guided Education; Wisconsin Design for Reading Skill Development

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This paper focuses on reading skills achievement. It reports data by schools and by school type and curriculum group for the eight administrations of the achievement monitoring tests. Results are given for each of the 12 WDRSD skills content aggregations. It is not clear that school type or curriculum has a significant effect on achievement for either grade. Appendices, the bulk of the volume, contain all forms and versions of the tests. (BS).

ED 252 568 TM 850 040

External Research: Helping Education Change for the Better, 1983-84.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.59
PUB DATE- 84
NOTE- 67p.; For a related document, see ED 236 170.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($2.85 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Researchers; Elementary Secondary Education; Program Descriptions; *Program Evaluation; Research and Development Centers; *Research Projects; *School Districts
IDENTIFIERS- *Austin Independent School District TX; *External Evaluation

The Austin Independent School District (AISD) Office of Research and Development publishes abstracts of research projects conducted within the AISD by external agencies or individuals. This compilation begins with a roster of external research projects in tabular form showing the AISD project number, title, project director and sponsor, schools where research is being conducted, and whether or not a full report is on file. The bulk of the document consists of abstracts and interim reports which include participating schools, description of the study, description of results, implications of results, and implications for AISD. (DWH)

ED 252 642 UD 024 031

Stenhouse, Lawrence; And Others
Teaching about Race Relations: Problems and Effects.
REPORT NO.- ISBN-0-7100-9036-6
PUB DATE- 82
NOTE- 309p.; Report of a project supported by the Social Science Research Council and the Calouste Gulbenkian Foundation.
AVAILABLE FROM- Routledge and Kegan Paul Inc., c/o Mercedes Distribution Center Inc., 160 Imlay St., Brooklyn, NY 11231 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Case Studies; Cross Cultural Studies; Data Collection; Dramatics; Educational Innovation; Educational Research; *Experimental Teaching; Foreign Countries; Immigrants; Psychometrics; *Racial Attitudes; *Racial Relations; Research Design; Sampling; Secondary Education; *Teaching Methods
IDENTIFIERS- *United Kingdom

This is a report on the work of two linked research projects into teaching about race relations that were mounted at the Centre for Applied Research in Education (CARE) of the University of East Anglia, England, between 1972 and 1975. The projects sought to throw light on the problems and effects of teaching adolescents about race relations by working with three groups of teachers, each of which adopted a different approach. The report is divided into two sections; one dealing with measurement results, the other with case studies of classroom teaching. The first section articulates: (1) the three distinctive teaching strategies used (including drama); (2) the design and logic of the research; (3) the selection of sample schools; (4) psychometric testing; (5) the way test results illuminated the background to the teaching; (6) the general effects of teaching on inter-racial attitudes; (7) the dilemmas of education and indoctrination; and (8) the school as the unit of decision-making. The second half of the report begins by addressing the problem of how best to present the data. It then provides ten detailed case studies illustrating the three different teaching strategies. The report concludes with chapters on pupil reaction, researchers' speculations, teachers' reflections, and a discussion of proposals for a follow-up program. An appendix describes and provides an example of the Bagley-Verma Opinion Questionnaire on racial attitudes. (RDN)

ED 252 480 SO 016 172

Lee, David, Comp.; Loyd, Bonnie, Comp.

Women and Geography. A Bibliography.

Cincinnati Univ., Ohio. Dept. of Geography.
PUB DATE- 81
NOTE- 37p.; Published by S.E.R.G.E. (Socially and Ecologically Responsible Geographers).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Females; Feminism; Geography Instruction; Higher Education; *Human Geography; Resource Materials; Social Science Research; Social Status; Social Studies; Womens Education; Womens Studies

Nearly 300 resources published between 1970 and 1981 are listed in this bibliography on women and geography. Resources present a geographic perspective on various women-related topics such as the status of women in America and other regions of the world, the status of women professionals in geography, sex discrimination practices, women in education, women in the work force, and women's role in a changing society. Resources include conference papers and other unpublished research on women done by geographers, as well as a number of books, journal articles, and newsletters. Entries are presented alphabetically and an author index is provided. (LH)

Aagard, James A.
The Naval Enlisted Professional Development Information System (NEPDIS): Front End Analysis (FEA) Process. Technical Report 159.
47p. 1mf. L1 ED 251 620

Aanstoos, Christopher M.
Foundations of Phenomenological Psychology.
11p. 1mf. L1 ED 251 752

Abbott, Barbara
Humanities Thematic Units: Three Example Units for Gifted Students in Grades 9-12.
29p. 1mf. L1 ED 251 992
Technology and Man: The Humanities and Science (Selected Study Topics for Gifted Students in Grades 9-12).
17p. 1mf. L1 ED 251 993
Truth: Humanities Unit (Middle and Secondary Grade Levels). Programs for Gifted Students.
19p. 1mf. L1 ED 251 996

Abidi, S. A. H.
Introduction of Information Science into Library Training in Eastern Africa. Expert Meeting (Dar es Salaam, Tanzania, February 26-29, 1980).
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Abrioux, Dominique
Non-Traditional Education and Organizational Change: The Case of Athabasca University.
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Achilles, C. M., Ed.
The PSCR Middle Grades Study: 1983. A Study of Selected Schools Containing Combinations of Grades 5-9 with Some Comparisons to National Study Results.
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Adams, Henry E.
The Assessment of Ideal Body Size by Subjects and Objective Raters.
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Aharoni, Chanan
Measures for Preparing Mentally Handicapped People to Live in the Community.
8p. 1mf. L1 ED 252 024

Alexander, Clara
Microcomputers and Teaching Reading in College: Issues and Some CUNY Applications. Research Monograph Series Report No. 8.
45p. 1mf. L1 ED 251 800

Allen, Charles W.
Introducing a New Guided Design into the Classroom.
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Allen, Walter R.
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Allison, Derek J.
Thinking Critically about Educational Administration: A Martian View. Revised.
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Allred, Ruel A.
The Computer and Education. What Research Says to the Teacher.
34p. 1mf. L2 ED 252 173

Alvarez-Ossorio, J. R. Perez
Education and Training in the Context of a National Scientific Information Policy.
9p. 1mf. L1 ED 252 206

Alvermann, Donna E.
Cyclical Plan for Using Study Strategies.
8p. 1mf. L1 ED 251 794

Andersen, Charles J.
Plant Biology Personnel and Training at Doctorate-Granting Institutions. Higher Education Panel Report Number 62.
50p. 1mf. L1 ED 252 375

Andersen, Dan
Assessment Procedures: What Works and What Needs Improvement in California Community Colleges?
19p. 1mf. L1 ED 252 255

Andersen, Lorri
Aerated Lagoons. Instructor's Guide. Biological Treatment Process Control.
21p. 1mf. L2 ED 252 421
Aerated Lagoons. Student Manual. Biological Treatment Process Control.
55p. 1mf. L2 ED 252 422
Facultative Lagoons. Instructor's Guide. Biological Treatment Process Control.
23p. 1mf. L2 ED 252 419
Facultative Lagoons. Student Manual. Biological Treatment Process Control.
58p. 1mf. L2 ED 252 420

Anderson, Sarah-Marie
Providing for Kindergarten Music Instruction by the Classroom Teacher.
45p. 1mf. L1 ED 252 275

Anderson, Shirley
School Effectiveness: Climate, Goals, and Leadership. Summary and Proceedings of a 1982 Regional Exchange Workshop (Charleston, West Virginia, June 7-9, 1982). AEL Occasional Paper 009.
152p. 2mf. L1 ED 252 506

Andrade, Sally J.
Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Final Report.
184p. 2mf. L1 ED 252 630

Angevine, James
Proposed Schenley High School Teacher Center.
6p. 1mf. L2 ED 251 905

Ansbro, Thomas M.
The Naval Enlisted Professional Development Information System (NEPDIS): Front End Analysis (FEA) Process. Technical Report 159.
47p. 1mf. L1 ED 251 620

Appleton, Ken
Children's Ideas about Hot and Cold. Learning in Science Project (Primary). Working Paper No. 127.
30p. 1mf. L1 ED 252 407
Floating and Sinking: First Teacher Trials. Learning in Science Project (Primary). Working Paper No. 120.
24p. 1mf. L1 ED 252 403

Arrain, Jean
The Impact of New Hampshire Guardianship Law on Other Disciplines.
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Arrington, Larry R.
Relationship of 1983 Program Completer Attitudes about Vocational Agriculture and Their Occupational Status One Year after Graduation. A Report of Research.
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The 1983 Educational Reform Reports. ERIC/CUE Digest Number 22.
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Ashmore, Timothy M.
Evaluating CAI Material for the Microcomputer.
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Astrachan, Boris M.
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Atkins, Barbara, Ed.
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Ayers, Jerry B.
Tennessee Technological University Teacher Evaluation Model--Year XI. Study of the Teacher Preparation Programs of Tennessee Technological University. Report 84-1.
73p. 1mf. L1 ED 252 517

Bachelor, Barry
Identifying Effective Schools: A Case Study Involving Black Racially Isolated Minority Schools and Instructional Accomplishment Information Systems.
20p. 1mf. L1 ED 252 627

Bachnik, Jane
Deixis and Self/Other Reference in Japanese Discourse. Sociolinguistic Working Paper Number 99.
38p. 1mf. L1 ED 252 060

Baer, Donald M.
Teacher-Controlled Attention Pattern in Normal and Developmentally Delayed Preschool Children.
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Baez, Tony
Litigation Strategies for Educational Equity: Bilingual Education and Research.
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Bailey, William T.
Father's Involvement and Affect to Infant: "More" May Not Be "Better."
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Baker, David
Scenario-Testing: Decision Rules for Evaluating Conflicting Probabilistic Claims.
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Baker, Eva
Policy Studies: Teacher Competency Assessment and R&D Needs in Educational Testing and Evaluation. Research into Practice Project.
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Ball, F. L. Jessica
Understanding Problem Solving in Couple Relationships.
7p. 1mf. L1 ED 251 721

Bank, Adrianne
Management of Instructional Information Systems Project.
150p. 2mf. L1 ED 252 562

Baratz, Joan C.
Participation of Recent Black College Graduates in the Labor Market and in Graduate Education. Final Report.
95p. 1mf. L1 ED 252 149

Barden, Jack, Ed.
Self Study: Standing Rock Community College.
114p. 2mf. L1 ED 252 365

Bare, Alan C.
Building a Training and Development Program.
30p. 1mf. L1 ED 252 123

Barker, Bruce
Small High Schools Curricula: Alternative Delivery Systems for Meeting Essential Elements.
10p. 1mf. L1 ED 252 371

Barnes, Jo Ann
Cognitive Processes in Psychotherapy and Behavior Change: Self-Efficacy Expectancy, Outcome Expectancy, and Outcome Value.
40p. 1mf. L1 ED 251 738

Barnett, W. Steven
South Carolina's Early Childhood Programs Are a Good Investment. A Report to the Office of the Governor of South Carolina.
16p. 1mf. L1 ED 252 273

Barton, Julianne M.
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Bastien, Marilyn P.
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Building Administrators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 251 917

Baumgarte, Roger
Computer Anxiety and Instruction.
6p. 1mf. L1 ED 252 193

Bayne, Pauline S.
Retrospective Conversion of Music Collection. Project Manual.
56p. 1mf. L1 ED 252 212

Bean, Thomas W., Ed.
Learning from Texts: Selection of Friendly Texts. Proceedings of the Lake Arrowhead Conference on Learning from Text (July 27-29, 1983).
248p. 3mf. L1 ED 251 812

Beck, Richard
Minimizing Public Costs of Residential Growth. Coping With Growth.
7p. 1mf. L1 ED 252 349

Beckham, Joseph C.
Employees.
42p. 1mf. L2 ED 251 893
School Officials and the Courts: Update 1984. ERS Monograph.
p. mf. L3 ED 251 988

Beckum, Leonard C.
Multi-Ethnic School Environments Project. Final Report.
145p. 2mf. L1 ED 252 501

Beery, R., Ed.
Community Study: Applications and Opportunities. Bulletin No. 73.
114p. 2mf. L2 ED 252 452

Behr, George
Identifying Effective Schools: A Case Study Involving Black Racially Isolated Minority Schools and Instructional Accomplishment Information Systems.
20p. 1mf. L1 ED 252 627
Mainstream Instructional Performance Patterns of Special Education Students. Technical Note.
24p. 1mf. L1 ED 252 004

Bejar, Isaac I.
Brain Lateralization Research: Educational and Psychometric Implications.
38p. 1mf. L1 ED 252 597

Belfiore, Mary Ellen
Teaching English in the Workplace.
173p. 2mf. L2 ED 252 067

Beling, Dorothy
OSEP Funded Field and Student Initiated Research. Final Report, September 1, 1983-August 31, 1984.
111p. 2mf. L1 ED 252 030

Bennett, Maybelle Taylor
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